

1

This is me!



◆ Scope of unit 1

Vocabulary

- ◆ mommy, daddy, brother, sister.
- ◆ eye, ear, mouth, nose, hair, arm, leg, foot, hand.
- ◆ one, two.
- ◆ red, yellow, blue, green, orange, brown.

Language

- ◆ This is my (mommy).
- ◆ I have 2 (ear)s.
- ◆ It's (yellow).
- ◆ I like

Phonics

- ◆ / h / : Hello, hair, hand.
- ◆ / b / : bye, blue, busy bee, brown.

Values

- ◆ Tolerance and acceptance of others.

Integrated cross-curriculum topics

- ◆ Science : The senses, Body parts.
- ◆ Art : Colors, A monster family.

Vocabulary & Language Use

Lesson 1

Objectives SB P. (2 - 4) / AB P. (2 - 4)

- To identify vocabulary for family members. - للتعرف على أفراد العائلة.
- To introduce the family members. - لتقديم أفراد العائلة.
- To ask and answer question "Who is this?" - للسؤال والجواب ب.....

Family



This is my family



Daddy

أبي



Mommy

أمي



brother

أخ



sister

أخت

Unit 1

Language Use

- 1 • Who is this? - للسؤال عن شخص (من هذا؟)
 • This is my - عند تقديم شخص للآخرين (هذا يكون)

Who is this?



This is my Mommy.



Who is this?



This is my Daddy.



Who is this?



This is my brother.



Who is this?



This is my sister.



- 2 • I'm - تستخدم عند تقديم أنفسنا.

I'm Adel.



I'm Dina.



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<https://www.zakrooly.com>

Activities

1 Match.

صل.

1) family •

2) daddy •

3) mommy •

4) brother •

5) sister •



2 Look and circle.

أنظرو وضع دائرة حول الإجابة الصحيحة.



daddy



sister



mommy



brother



Adel

Unit 1

3 Look and tick (✓).

أنظرو وضع علامة (✓).

1) This is my family.



Yes

No

☐
☐

2) This is my mommy.

☐
☐

3) This is my brother.


☐
☐

4) This is my daddy.


☐
☐

5) This is my sister.


☐
☐

4 Trace and color.

تتبع النقط و لون.



family



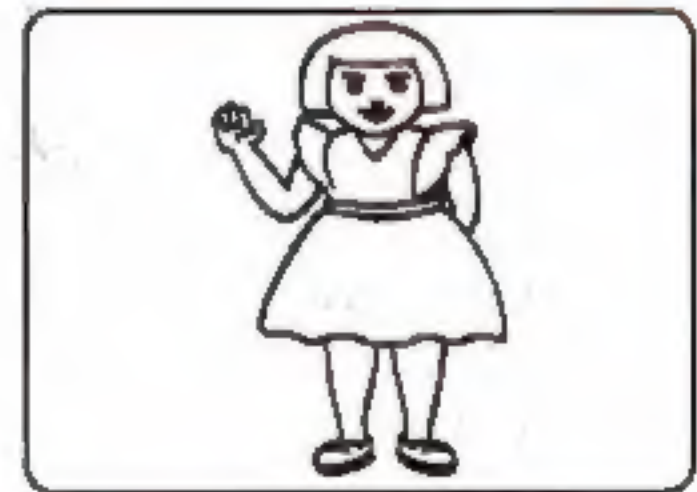
daddy



mommy



brother



sister

5 Look and tick (✓) the right answer. أنظرو وضع علامة (✓).

Who is this?



- ☐ This is my daddy.
☐ This is my brother.

Who is this?



- ☐ This is my mommy.
☐ This is my sister.

Who is this?



- ☐ This is my daddy.
☐ This is my mommy.

Who is this?



- ☐ This is my brother.
☐ This is my sister.

6 Color and say.

لون و قل.



Lesson 2

What is this?

Objectives SB P. (5) / AB P. (5)

- ♦ To identify vocabulary for parts of the face.
 - ♦ To use vocabulary for parts of the face.
 - ♦ To ask and answer question "What is this?"
- للتعرف على أجزاء الوجه.
- لاستخدام الكلمات الخاصة بأجزاء الوجه.
- للسؤال والجواب بـ

Parts of the face



Language Use

- 1 • What is this?
• This is my

- تستخدم للسؤال عن الأشياء (ما هذا؟)
- تستخدم للتعريف بأحد أعضاء الجسم.

What is this?



This is my face.



What is this?



This is my hair.



What is this?



This is my nose.



What is this?



This is my ear.



What is this?



This is my eye.



What is this?



This is my mouth.



Unit 1

Activities

1 Match.

صل.

1) hair •



2) nose •



3) mouth •

4) ear •



5) eye •

2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



face



nose



eye



ear



mouth

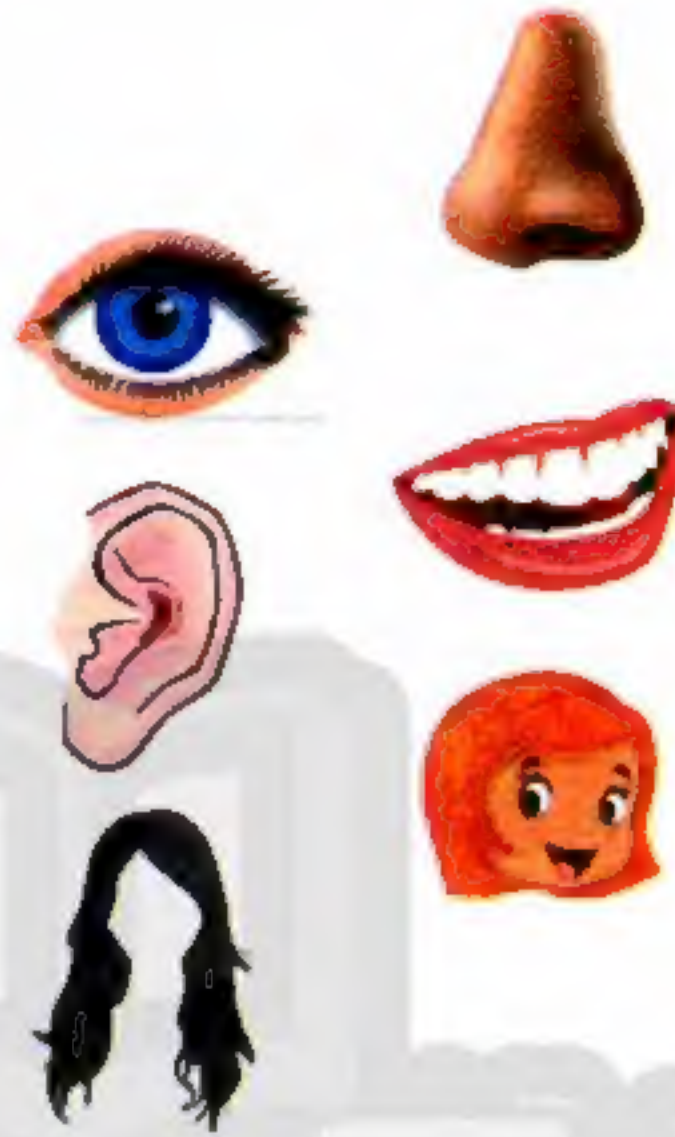


hair

3 Look and tick (✓).

أنظر و ضع علامة (✓).

- 1) This is my nose.
- 2) This is my ear.
- 3) This is my mouth.
- 4) This is my eye.
- 5) This is my hair.
- 6) This is my face.



Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4 Trace and color.

تتبع النقط و لون.



face



nose



ear



eye



mouth



hair

Unit 1

[5] Look and tick (✓) the right answer. أنظر وضع علامة (✓).

What is this?



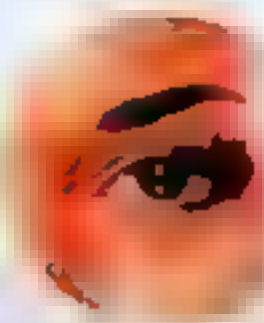
- ☐ This is my nose.
☐ This is my ear.

What is this?



- ☐ This is my face.
☐ This is my hair.

What is this?



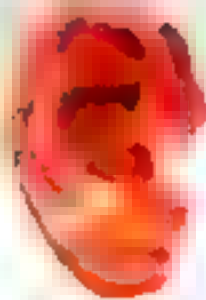
- ☐ This is my mouth.
☐ This is my eye.

What is this?



- ☐ This is my nose.
☐ This is my hair.

What is this?



- ☐ This is my eye.
☐ This is my ear.

[6] Point and say.

أشـر إلى و قل.



This is my



This is my

1 or 2 (connect with Math)

Lesson 3

Objectives SB P. (6 – 7) / AB P. (6 – 7)

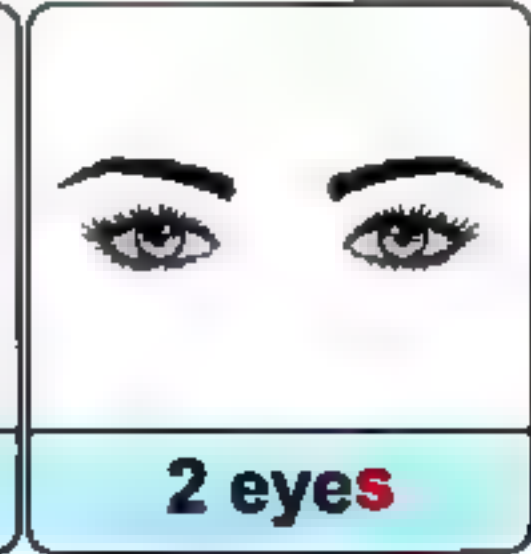
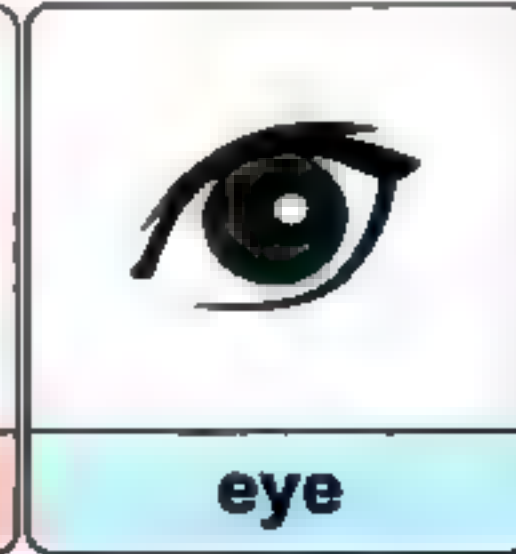
- To identify vocabulary for parts of the body.
- للتعرف على أجزاء الجسد
- To use vocabulary for parts of the face.
- لاستخدام الكلمات الخاصة بأجزاء الوجه.
- To use numbers 1 or 2 with parts of the body.
- لاستخدام رقم 1 أو 2 مع أجزاء الجسد.

Parts of the body



Notes

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Unit 1



arm



2 arms

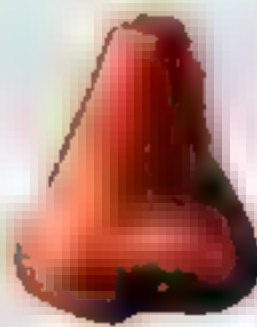
Language Use

1 • I have 1

- تستخدم عند الحديث عن جزء من الجسم
وهبنا الله منه واحد فقط



I have 1 face.



I have 1 nose.



I have 1 mouth.

2 • I have 2

- تستخدم عند الحديث عن جزء من الجسم
وهبنا الله منه اثنان



I have 2 ears.



I have 2 eyes.



I have 2 hands.

Activities

1 Match.

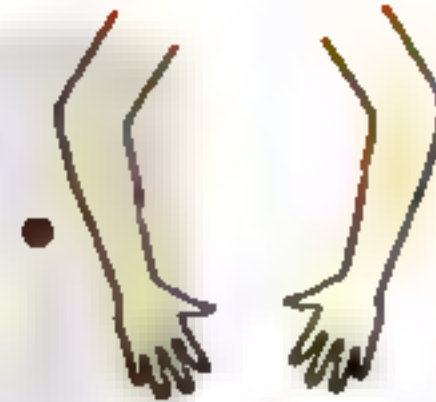
1) 1 mouth •



صل.



2) 2 eyes •



3) leg •

4) foot •



5) hand •



6) 2 arms •



2 Look and circle.

أنظرو وضع دائرة حول الإجابة الصحيحة.



hand

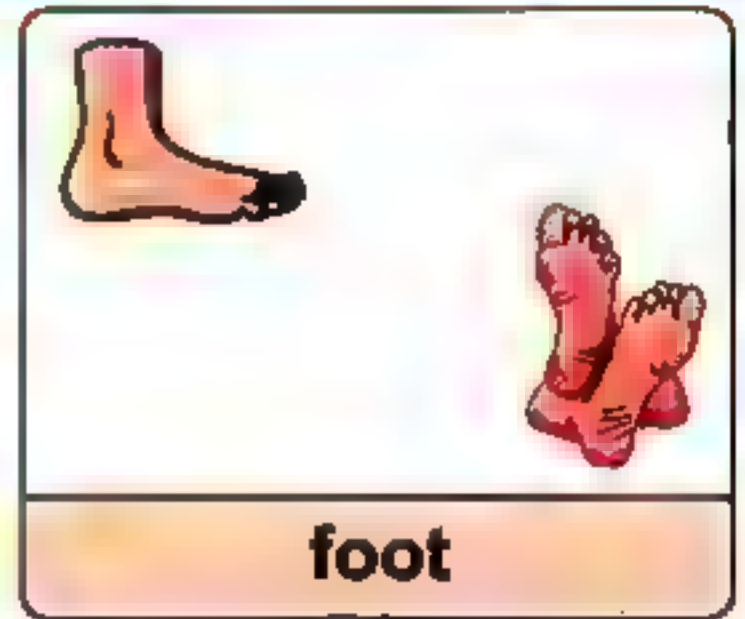
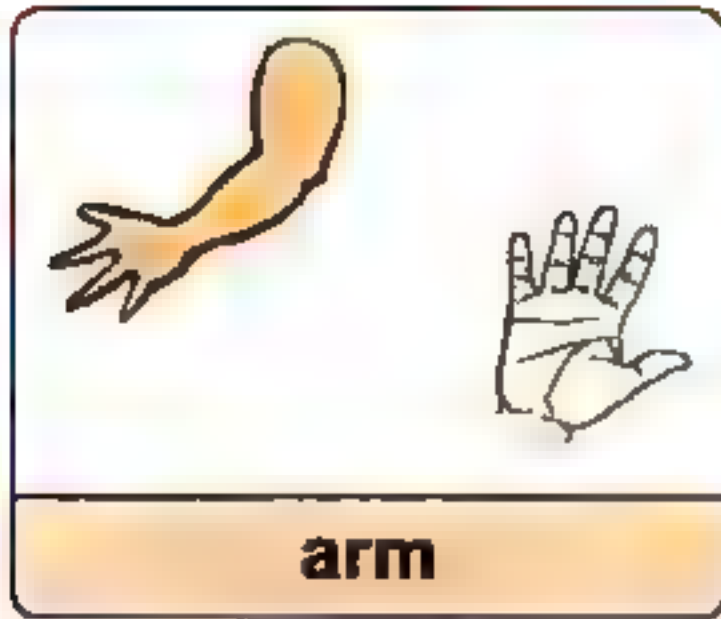


2 ears



leg

Unit 1



[3] Write 1 or 2.

اكتب 1 أو 2.

1) I have eyes.



2) I have mouth.



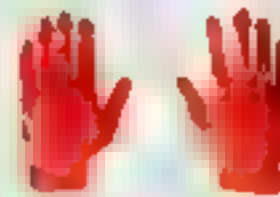
3) I have face.



4) I have ears.



5) I have hands.



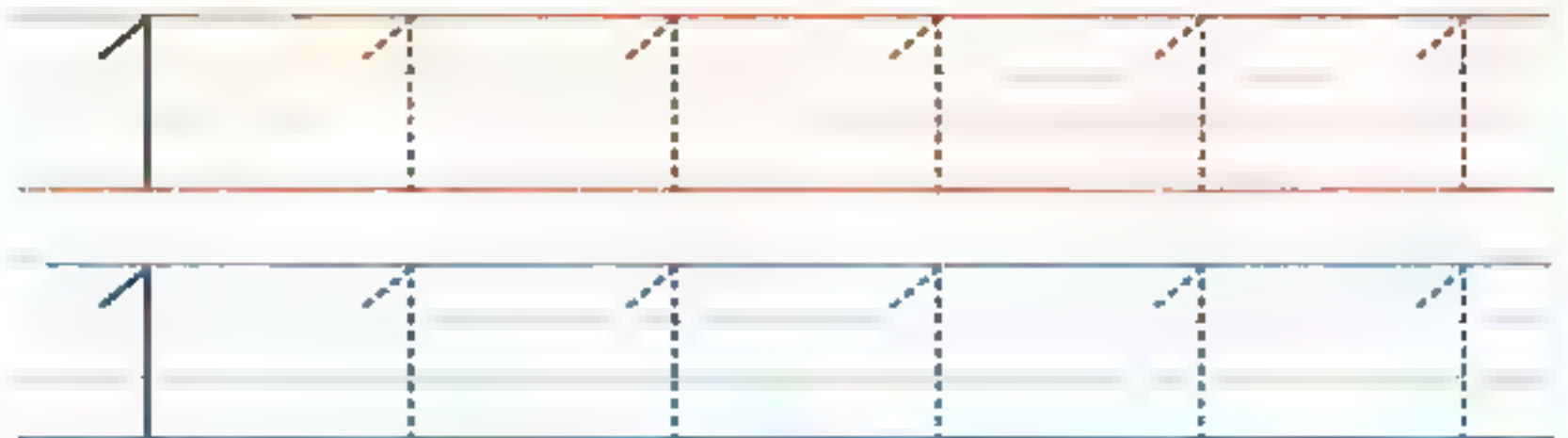
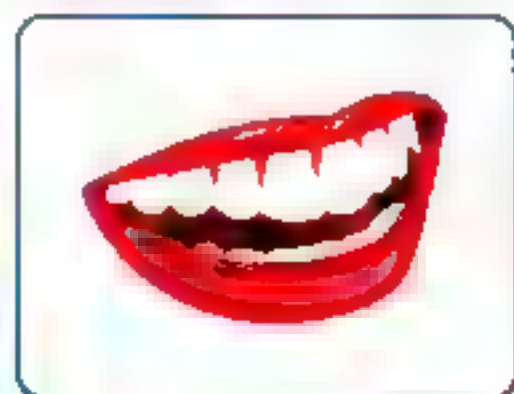
6) I have nose.

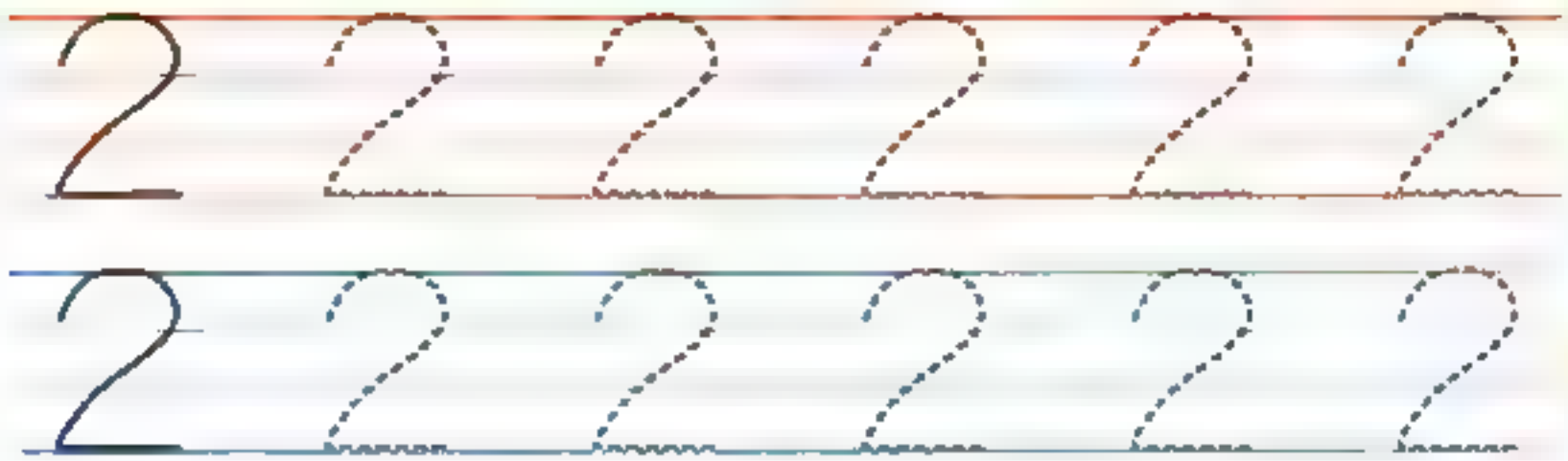


تابع جديد ذاكرولي على
فيسبوك
تويتر
والس اب
تيجرام

[4] Trace.

تابع.





[5] Look and match.

أنظروا وصل.



1



2



لأبينا على صفحتنا على الفيسبوك
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Lesson 4

Life skills

Objectives SB P. (8) / AB P. (8)

- ♦ To identify vocabulary for colors. - للتعرف على الألوان.
- ♦ To use vocabulary for colors and eyes. - لاستخدام الكلمات الخاصة بالألوان ولون العيون.
- ♦ To acquire the value of acceptance of others. - تقبل الآخرين واختلافاتهم.

Colors



brown

لون بني



green

لون أخضر



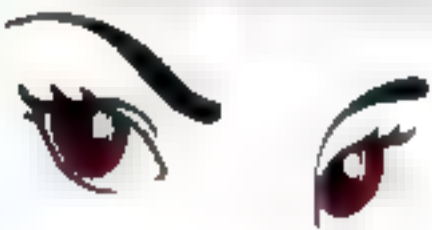
black

لون أسود



blue

لون أزرق



brown eyes

عيون بني



green eyes

عيون خضراء



black eyes

عيون سوداء



blue eyes

عيون زرقاء



تابعنا على صفحتنا على الفيسبوك
www.facebook.com/ZakroolySite

Language Use

1 ♦ I have eyes. - عندما نتحدث عن لون العين.



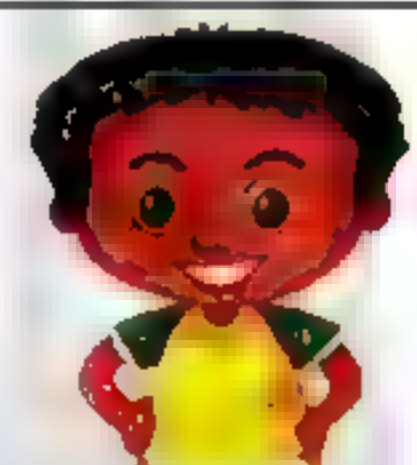
I have green eyes.
أنا لدى عيون خضراء.



I have blue eyes.
أنا لدى عيون زرقاء.



I have brown eyes.
أنا لدى عيون بني.



I have black eyes.
أنا لدى عيون سوداء.

2 ♦ We are all beautiful. - عندما نتحدث بأن الله أنعم علينا جميعاً بحسن الخلق.



Unit 1

Activities

1 Match.

صل.

1) brown eyes •

2) black eyes •

3) green eyes •

4) blue eyes •



2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



I have (green – black) eyes.



I have (blue – brown) eyes.



I have (black – brown) eyes.



I have (blue – green) eyes.

[3] Look and tick (✓).

أنظرو وضع علامة (✓).

1) I have black eyes.



Yes

No

☐
☐

2) I have green eyes.


☐
☐

3) I have brown eyes.


☐
☐

4) I have blue eyes.

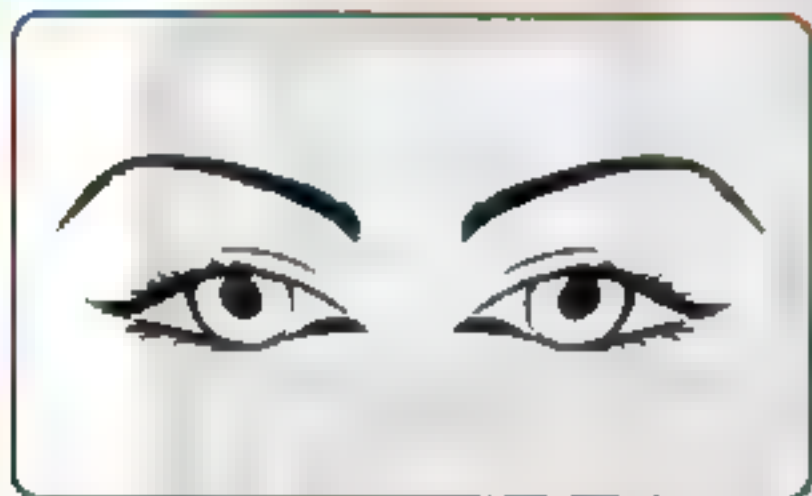

☐
☐

5) We are all beautiful.

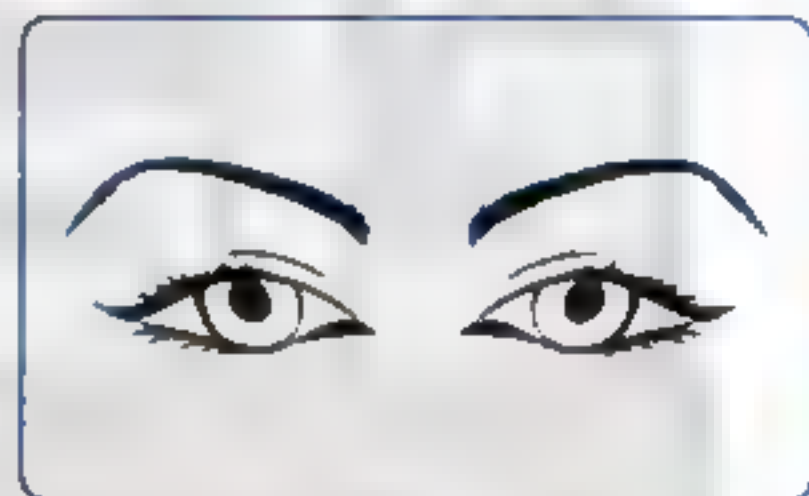

☐
☐

[4] Trace and color.

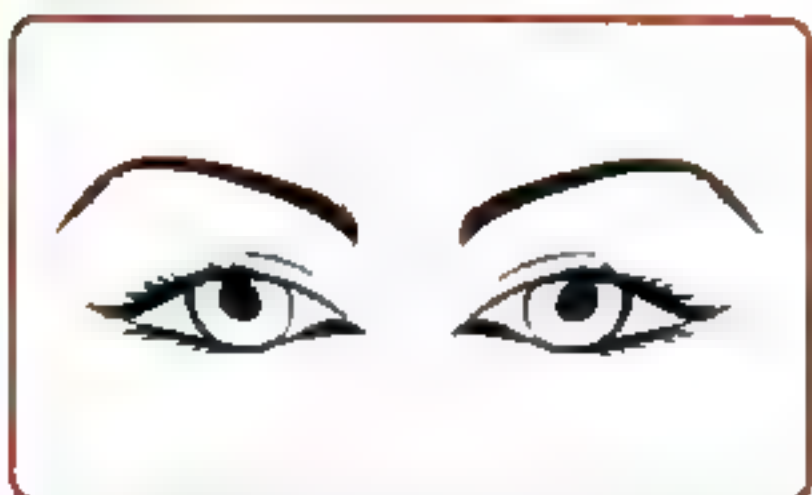
تتبع النقط و لون.



green eyes



blue eyes



brown eyes



black eyes

Lesson 5

My senses
(connect with science)

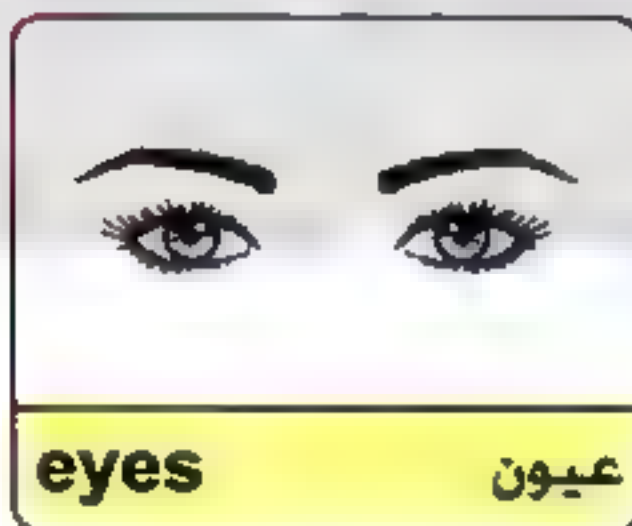
Objectives SB P. (9) / AB P. (9)

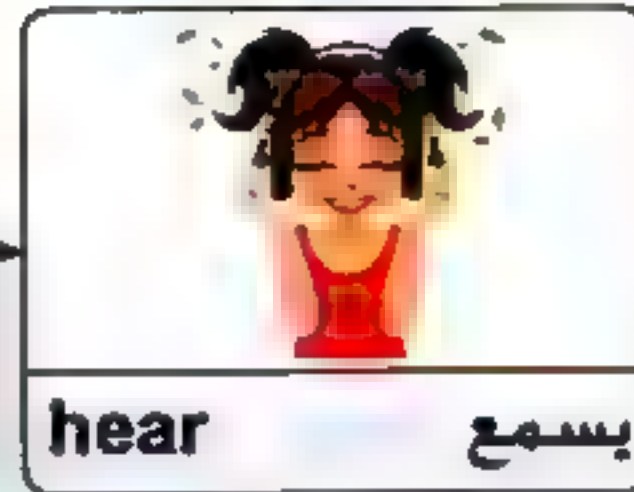
- To learn about the five senses. - لتعلم الحواس الخمسة.
- To reinforce vocabulary about parts of the body. - لتأكيد المعاني الخاصة بأجزاء الجسم.
- To use verbs of senses. - لاستخدام الأفعال الخاصة بالحواس.

The five senses

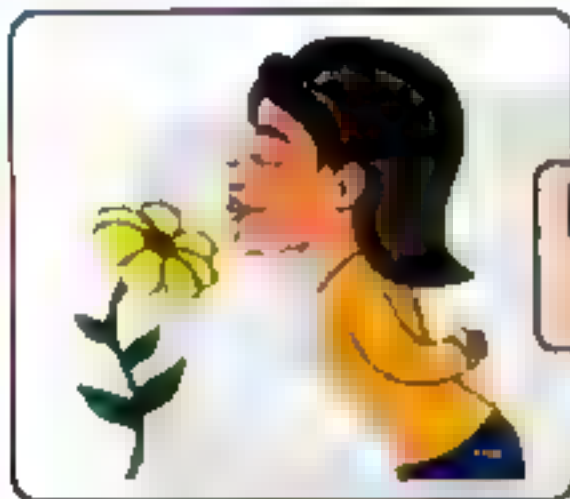
Parts of the body

Verbs used





Language Use



I **smell** with my nose.
أنا أشم بأنفسي.

I **taste** with my mouth.
أنا أذوق بفمي.



I **see** with my eyes.
أنا أرى بعيني.

I **touch** with my hands.
أنا ألمس بيدي.



I **hear** with my ears.
أنا أسمع بأذني.

Unit 1

Activities

1 Match.

صل.

1) smell •

2) touch •

3) hear •

4) see •

5) taste •



2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



mouth



nose



hand



eyes



ears



mouth

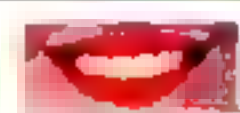


ears



mouth

لا تفسد الاشياء في
قلوبنا ذاكرولي
على لطيف الشجر ام



mouth



hand

[3] Look and choose.

أنظر واختار

1) I smell with my (nose



- mouth



2) I taste with my (mouth



- eyes



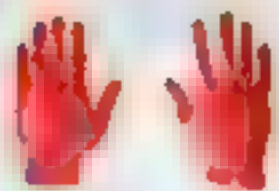
3) I see with my (eyes



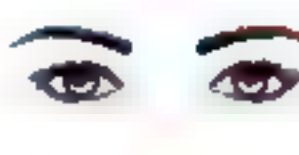
- nose



4) I touch with my (hands



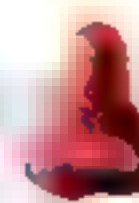
- eyes



5) I hear with my (ears



- nose



[4] Look and match.

أنظر وصل



Lesson 6

Phonics

B b

Trace

B B B B B B B

b b b b b b b

Write

B B

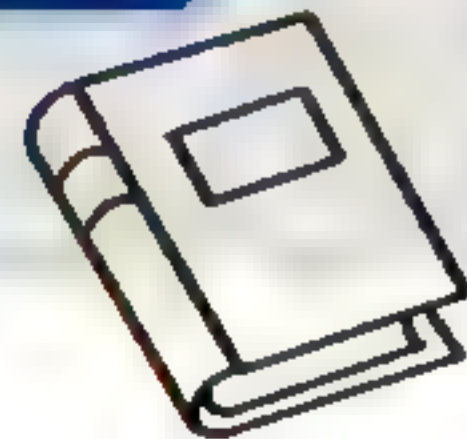
b b

Find B / b

O	b	M	k	o	B
d	b	w	u	M	R
b	u	B	o	A	B

Color

Book



Words



bye!

بای بای



blue

أزرق



brown

بنی

H h

Trace

H H H H H H H H H

h h h h h h h h h

Write

H

h

Find H/h

H b N k n h

d n H v J Q

u h s n H N

Color



Hat

Words



hair

شعر



hand

يد



hello!

مرحبا

Unit 1

Activities

صل



1 Match.

1) bee •

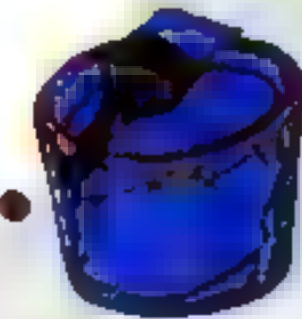
2) bag •

3) blue •

4) hand •

5) hair •

6) hello •

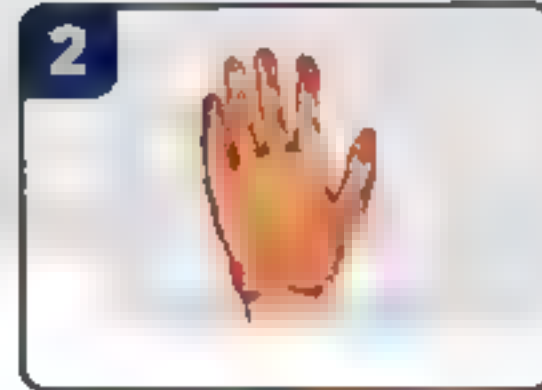


2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



b / h ag



b / h and



b / h ee



b / h air



b / h lue



b / h ook

[3] Trace, copy and say.

تتبع النقط و قل.



bag

bag

- ag



bee

bee

- ee



hair

hair

- air



hand

hand

- and

[4] Trace.

تتبع.



bye

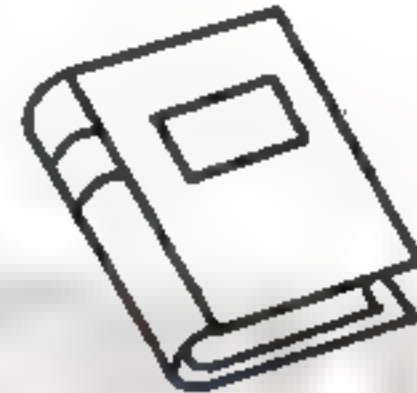
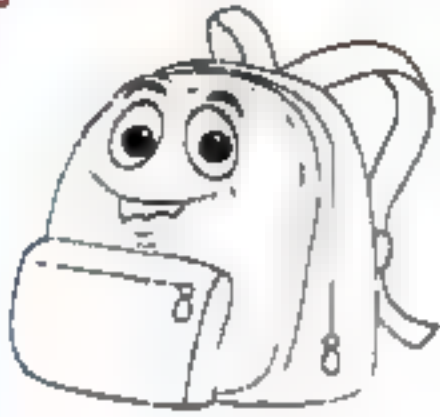
Hello

brown

Unit 1

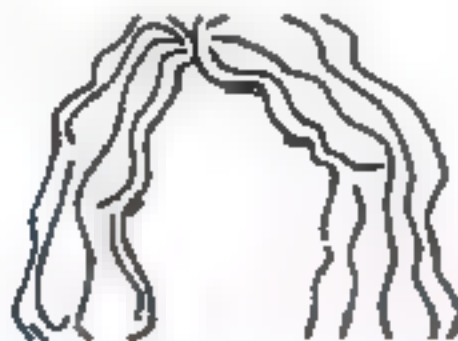
5 Color pictures that begin with / h /.

لون الصور التي تبدأ بصوت (h)



6 Color pictures that begin with / b /.

لون الصور التي تبدأ بصوت (b)



What color is it ?

Lesson 7

Objectives SB P. (12) / AB P. (12)

- To identify vocabulary for colors. - للتعرف على الألوان.
- To use colors to describe things. - لاستخدام الألوان لوصف الأشياء.
- To ask and answer question "What color is it?" - ما هو لونه ؟

Colors



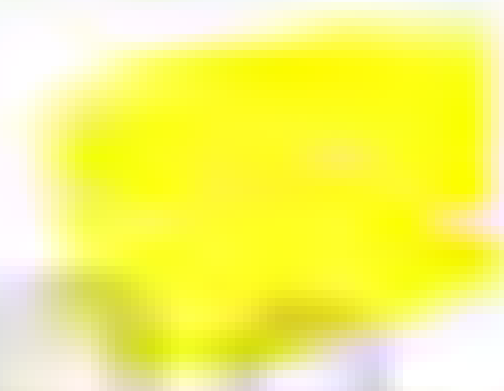
red

أحمر



blue

أزرق



yellow

أصفر



green

أخضر



brown

بني



orange

برتقالي



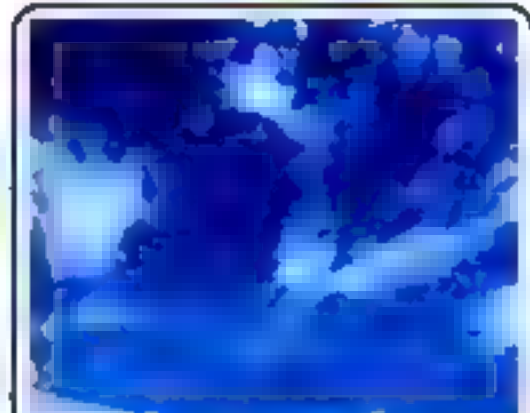
It's red.



It's green.



It's yellow.



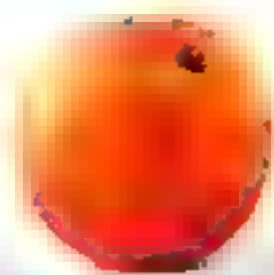
It's blue.

Unit 1

Language Use

- 1 • What color is it? - تستخدم للسؤال عن لون الأشياء (ما لونها؟)
• It's - للإجابة وإعطاء اللون.

What color is it?



It's orange.



What color is it?



It's brown.

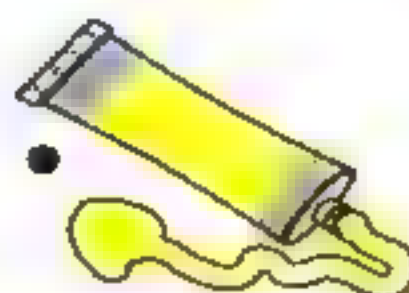


Activities

صل.

1 Match.

- 1) red •
- 2) blue •
- 3) yellow •
- 4) green •
- 5) orange •
- 6) brown •



2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



red



blue



green



orange



yellow



brown

3 Look and tick (✓).

أنظر و ضع علامة (✓).

1) It's red.



Yes

No

☐
☐

2) It's green.


☐
☐

3) It's orange.


☐
☐

4) It's blue.


☐
☐

5) It's yellow.


☐
☐

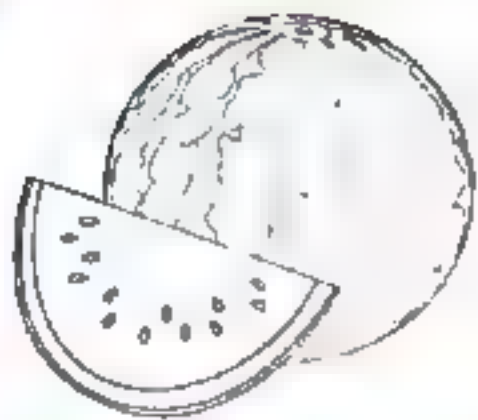
6) It's brown.


☐
☐

Unit 1

[4] Color.

لون.



green



red



yellow



blue



orange



brown

[5] Look and tick (✓) the right answer. أنظرو وضع علامة (✓).

What color is it?

1

☐ It's brown.☐ It's red.

What color is it?

2

☐ It's blue.☐ It's yellow.

What color is it?

3

☐ It's red.☐ It's green.

What color is it?

4

☐ It's brown.☐ It's green.

What color is it?

5

☐ It's blue.☐ It's red.

6 Color.

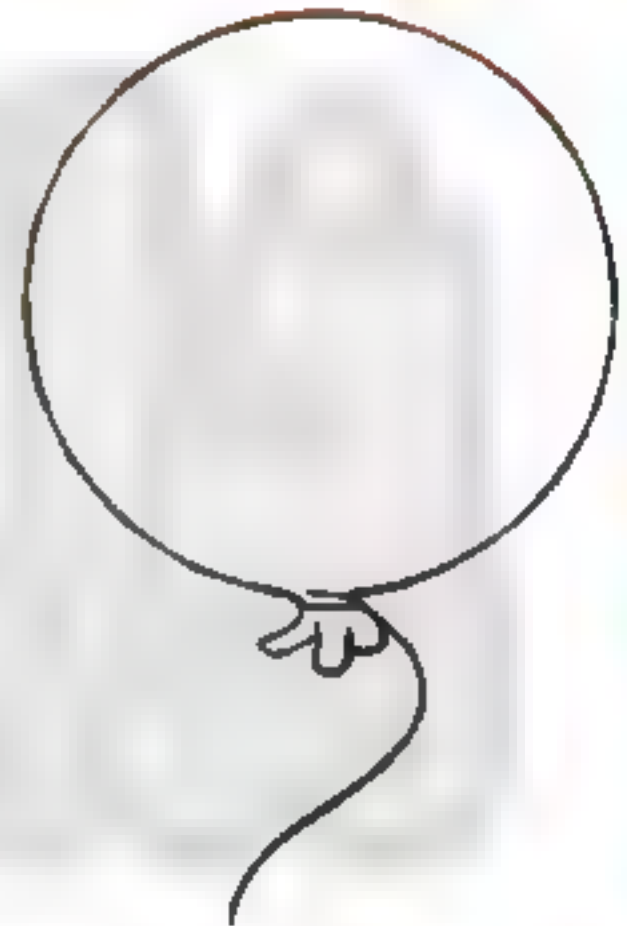
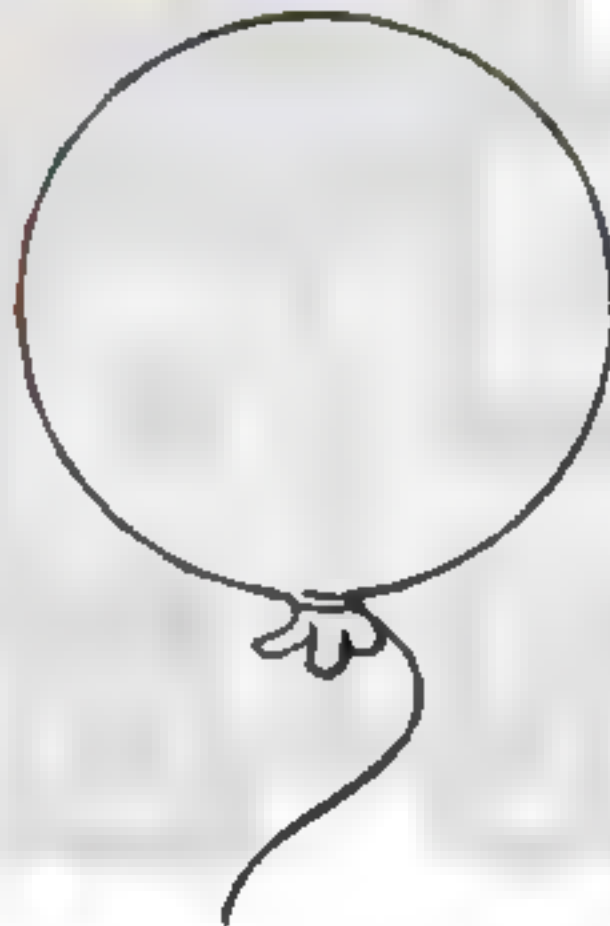
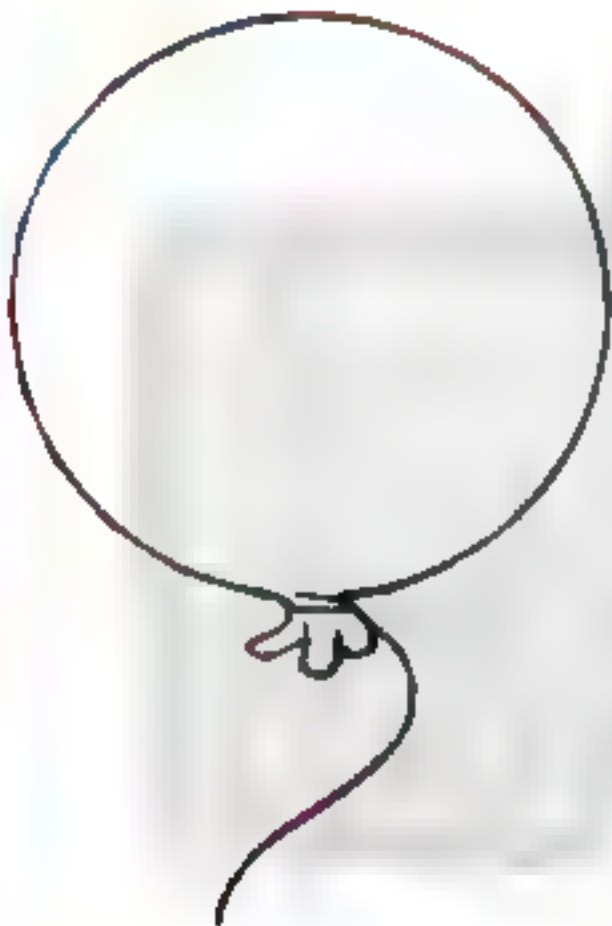
نقوم في أي عمل عليه العلامة دي

لون.

red

yellow

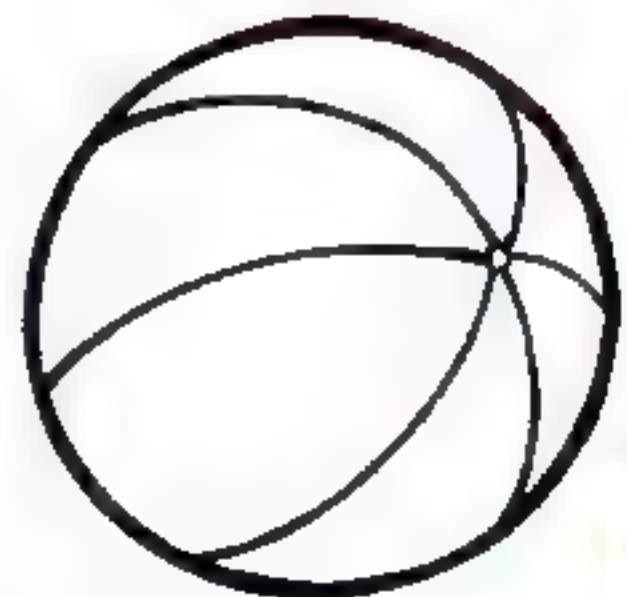
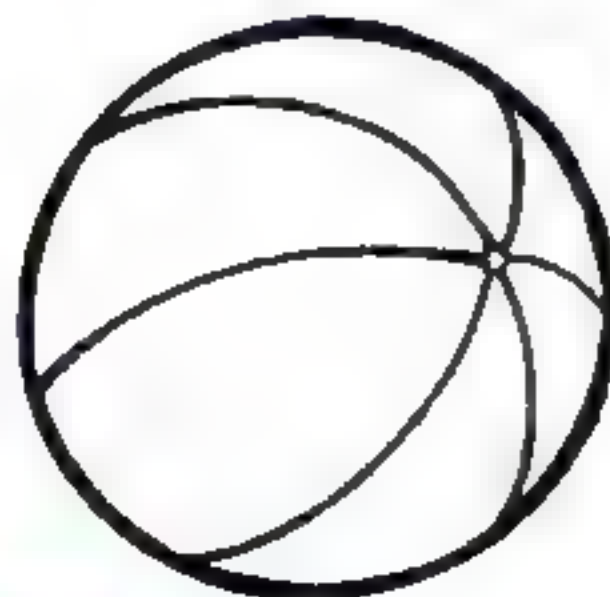
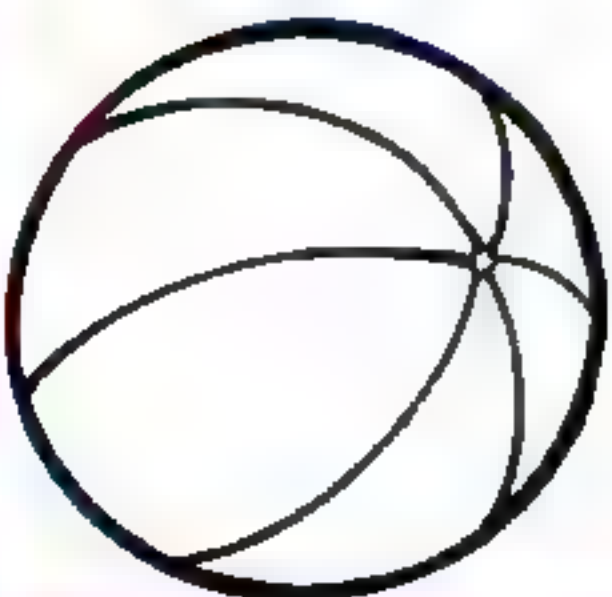
orange



blue

green

brown



Lesson 8

I like green

Objectives SB P. (13 – 14) / AB P. (14 – 15)

- To use vocabulary for colors. - لاستخدام الكلمات الخاصة بالألوان.
- To talk about their favourite colors. - للحديث عن الألوان المفضلة لديهم.

Note

I like

تستخدم عندما نتحدث عن شيء نأهه



I like green. أنا أحب الأخضر



I like blue. أنا أحب الأزرق

This is my balloon.
It's for MommyThis is my balloon.
It's for Daddy

My Teacher – Connect plus KG 1 – First term

هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى

A new color

1



red

+



yellow

=
→
make

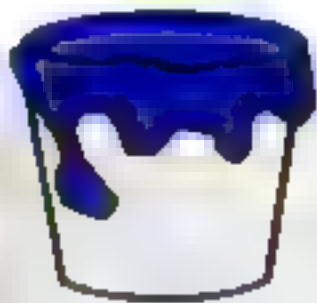


orange

Red and yellow
make orange.



2



blue

+



yellow

=
→
make



green

Blue and yellow
make green.

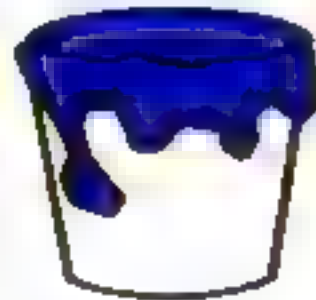


3



yellow

+



blue

+



red

=
→
make



brown

Unit 1

Activities

1 Look and tick (✓).

أنظر و ضع علامة (✓).

1) It's red.



Yes

No

☐
☐

2) It's green.


☐
☐

3) It's orange.


☐
☐

4) It's brown.


☐
☐

5) It's blue.

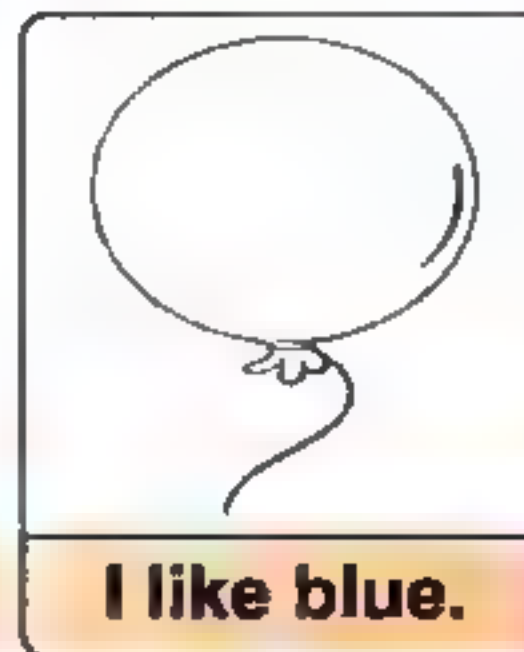
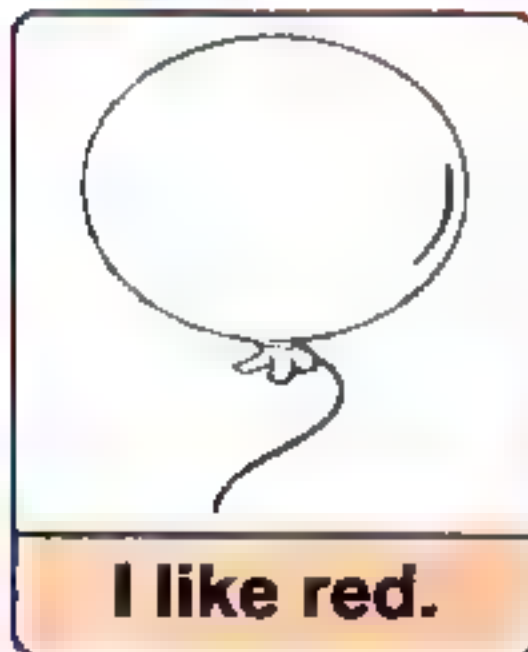

☐
☐

6) It's yellow.


☐
☐

2 Read and color.

أقرأ و لون.



Writing corner



mommy



daddy



sister



brother



eye



ear



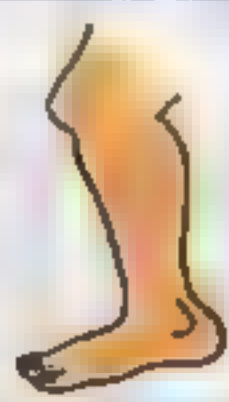
mouth



hair



arm



leg



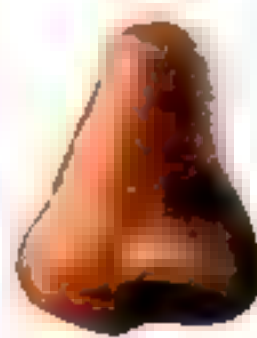
Foot



hand



face



nose



bee



bag

Unit 1



red



yellow



blue



green



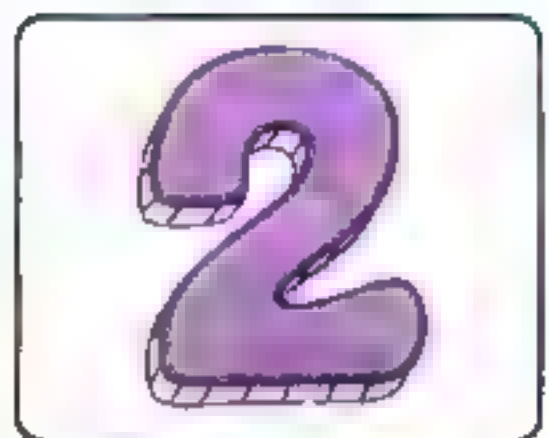
orange



brown



one



two



This is my family

In my classroom



Vocabulary

- ◆ pencil, pen, eraser, sharpener, board, chair, table.
- ◆ Numbers 1 – 10.
- ◆ circle, triangle, square, rectangle.
- ◆ teacher, librarian, nurse.

Language

- ◆ This is a (pen).
- ◆ This is an (eraser).
- ◆ How many are there?
- ◆ It's a circle.

Phonics

- ◆ / M / math, classroom.
- ◆ / N / nose, nurse, pen.

Values

- ◆ Collaboration.
- ◆ Independence.

Integrated cross-curriculum topics

- ◆ Social sciences : People who help us.
- ◆ Math : Shapes.
- ◆ Art : make a shape pictures.

Lesson 1

Vocabulary, Reading
and speaking

Objectives SB P. (20 – 23) / AB P. (18 – 20)

- To identify and use vocabulary for school objects.
- للتعرف على استخدم الكلمات الخاصة بالأدوات المدرسية.
- To ask and answer question "What is this?".

School objects



pen

قلم



pencil

قلم رصاص



board

سبورة



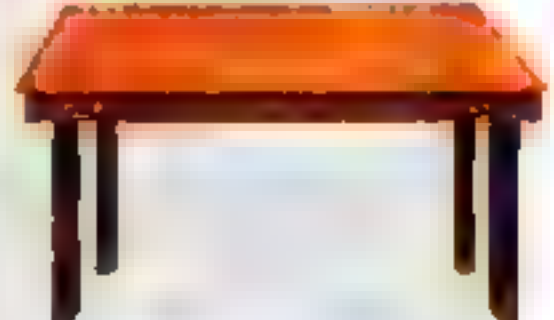
sharpener

براية



eraser

استبكة



table

طاولة

Notes

نضيف للكلمة التى تبدأ بحرف متحرك an , والحروف المتحركة هى :

(a – e – o – i – u)

an apple



an egg



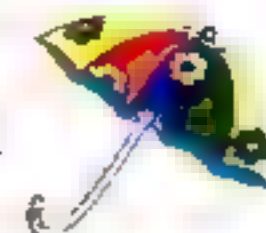
an orange



an ice cream



an umbrella



Language Use

- 1 ♦ What is this?
♦ This is

- تستخدم للسؤال عن الأشياء (ما هذا ؟)
- تستخدم للتعريف بالأشياء.

What is this?



This is a pen.



What is this?



This is a pencil.



What is this?



This is a board.



What is this?



This is a sharpener.



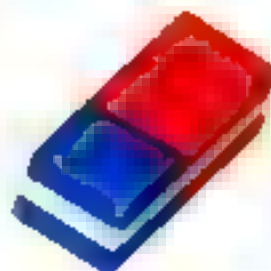
What is this?



This is a table.



What is this?



This is an eraser.



Unit 2

Activities

1 Match.

تفوقه في أي عمل عليه العلامة دي

صل.

1) pen •

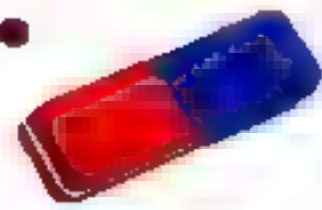
2) pencil •

3) sharpener •

4) eraser •

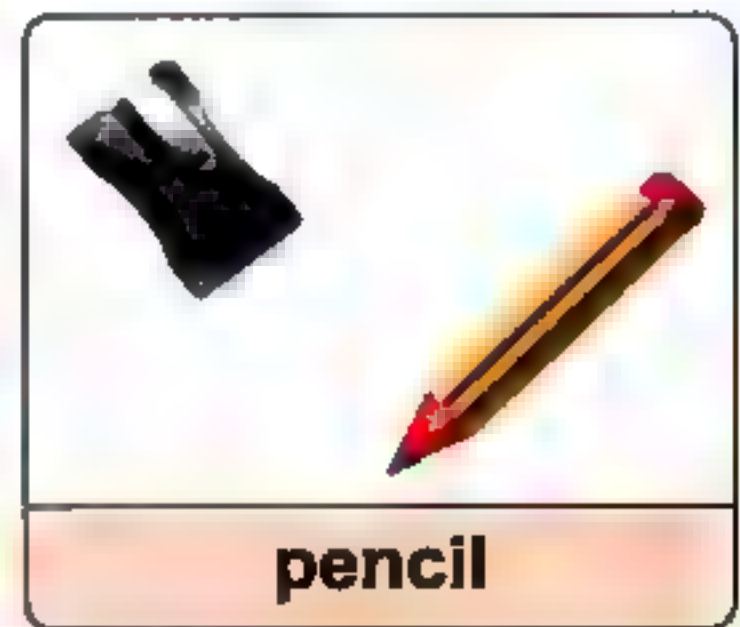
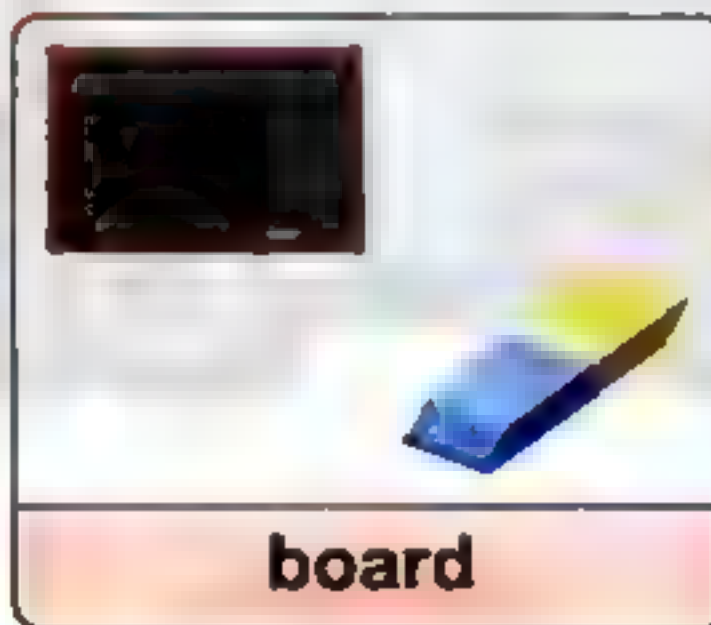
5) board •

6) table •



2 Look and circle.

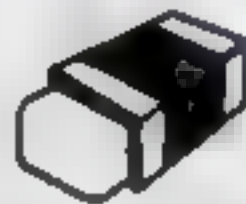
أنظرو وضع دائرة حول الإجابة الصحيحة.



3 Look and tick (✓).

أنظرو وضع علامة (✓).

- 1) This is a pen.
- 2) This is a table.
- 3) This is an eraser.
- 4) This is a board.
- 5) This is a pencil.
- 6) This is a sharpener.



Yes

No

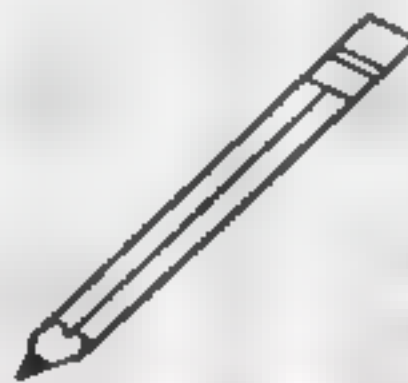
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

4 Trace and color.

تتبع النقط و لون.



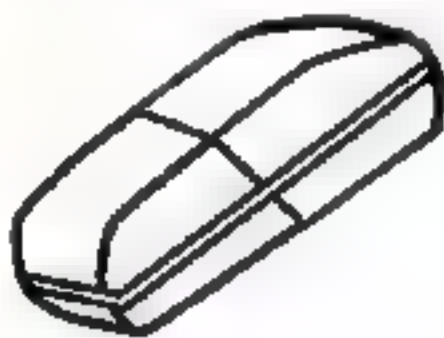
pen



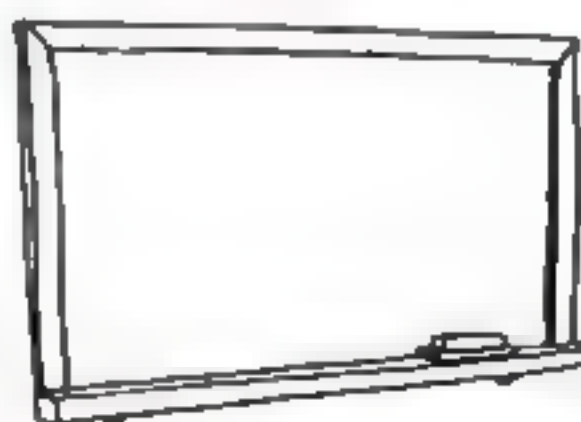
pencil



sharpener



eraser



board



table

Unit 2

5 Look and tick (✓) the right answer. أنظر وضع علامة (✓).

What is this?



- ☐ This is a pen.
☐ This is a pencil.

What is this?



- ☐ This is a board.
☐ This is a table.

What is this?



- ☐ This is a sharpener.
☐ This is an eraser.

What is this?



- ☐ This is a pencil.
☐ This is a board.

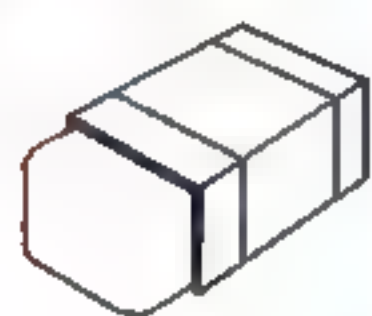
What is this?



- ☐ This is a sharpener.
☐ This is a board.

6 Color and say.

لون و قل.




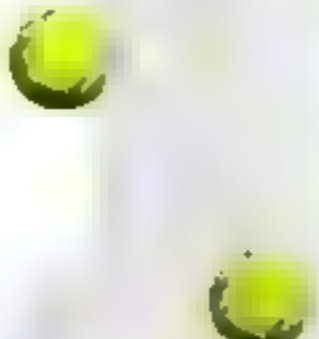








I can count (connect with Math)

Lesson 2

Objectives SB P. (23) / AB P. (21)

- To identify the numbers from 1 – 10.
- To use the numbers to count different items.
- To write the words for numbers 1 – 10.

Numbers

	1		2		3		4
one		two		three		four	
	5		6		7		8
five		six		seven		eight	
	9		10				
nine		ten					

Unit 2

Activities

1 Match.

3

6

2

one

two

three

four

five

six

صل.

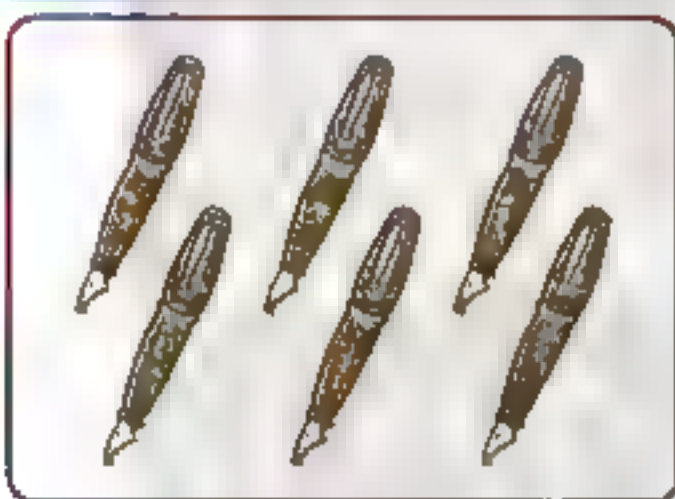
4

1

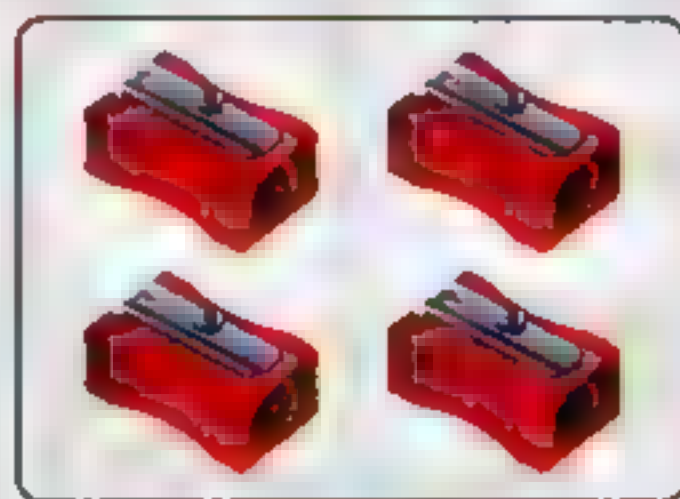
5

2 Count and trace.

عد و تتبع النقط.



6



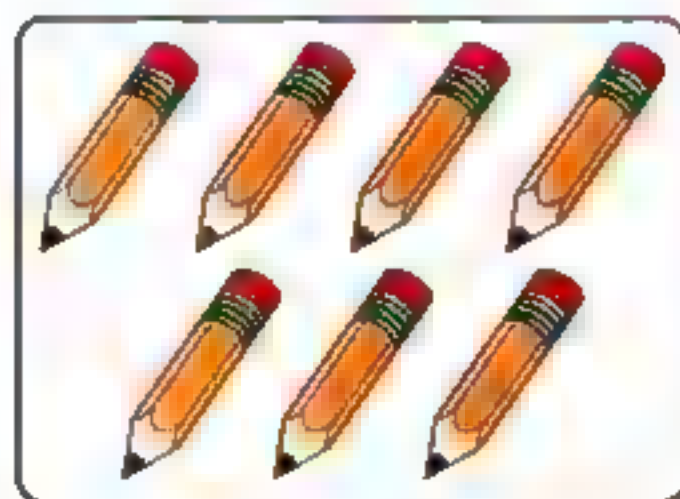
4



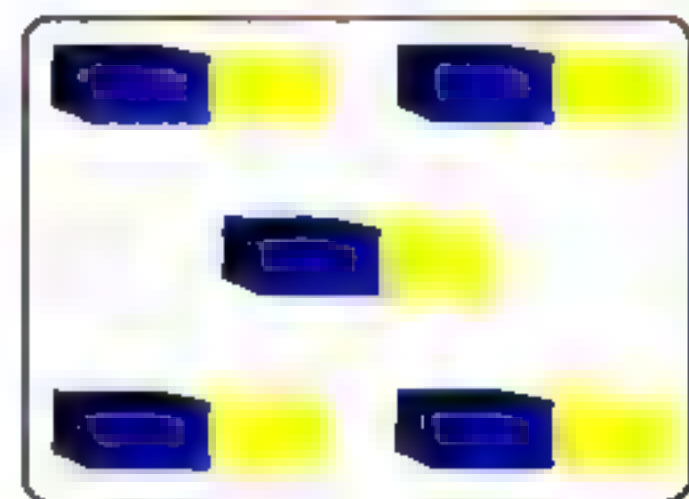
3



8



7



5

3 Count and circle.

عد و ضع دائرة.



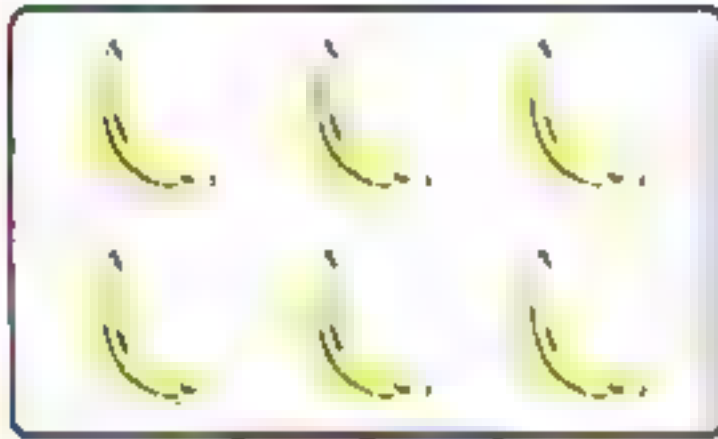
1 2



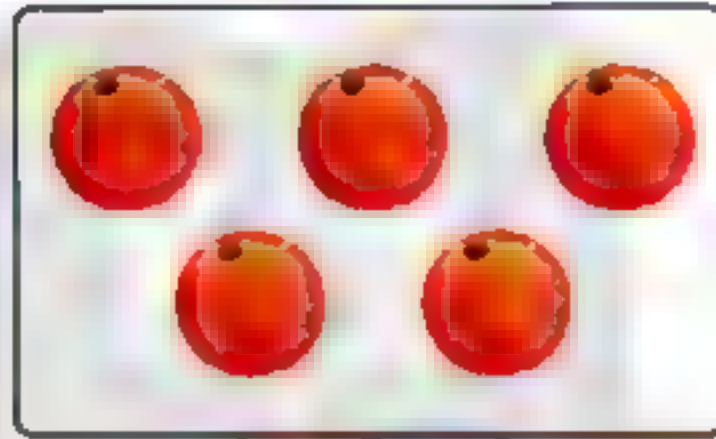
3 4



4 5



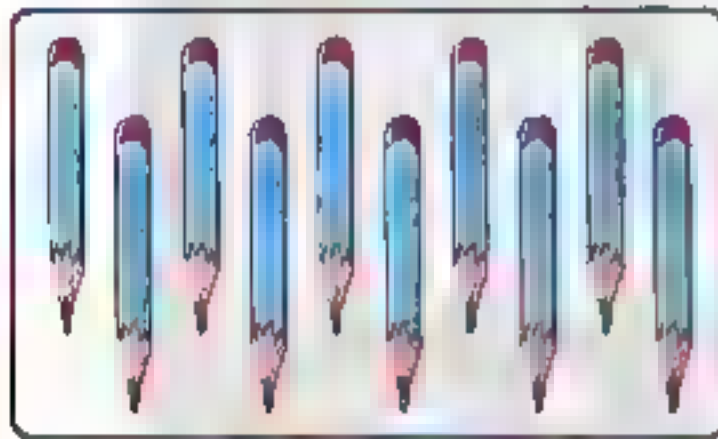
6 7



5 6



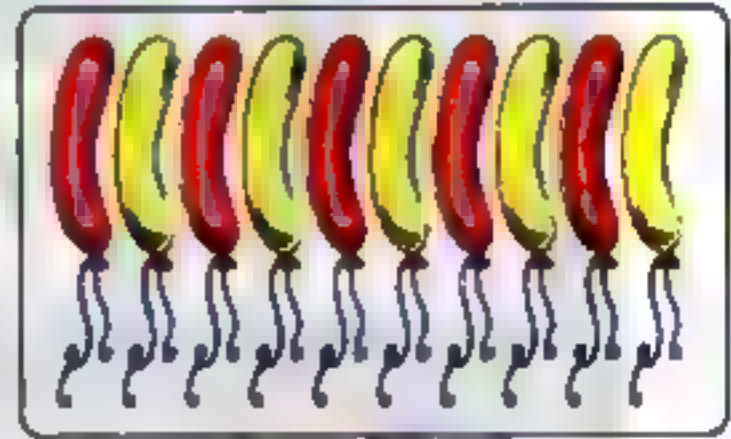
7 8



9 10



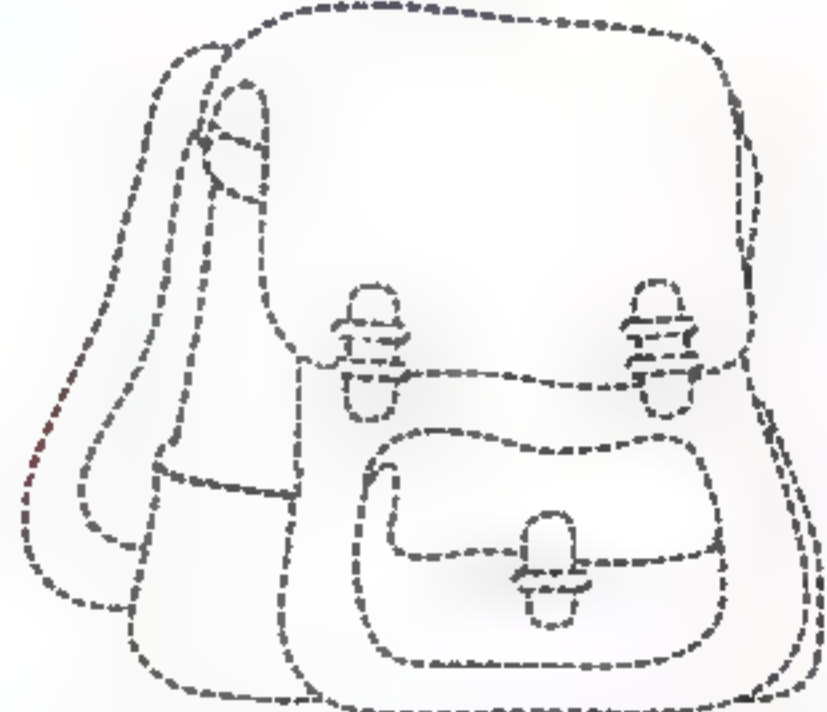
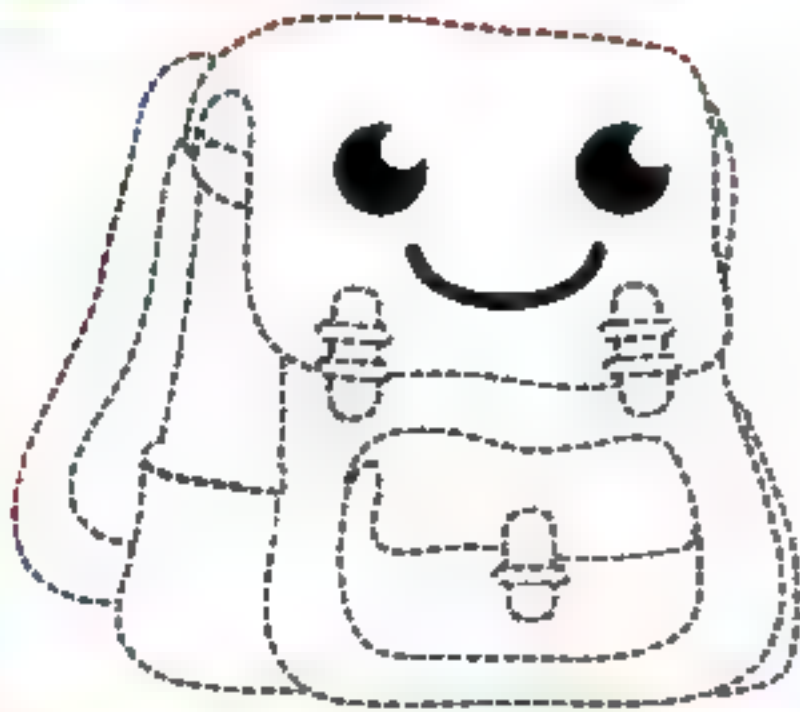
7 8



8 9

4 Trace and color.

تتبع النقط و لون.



Unit 2

5 Look at the word and circle the correct number.

انظر إلى الكلمة وضع دائرة حول الرقم الصحيح.

three	
3	4

four	
5	4

seven	
6	7

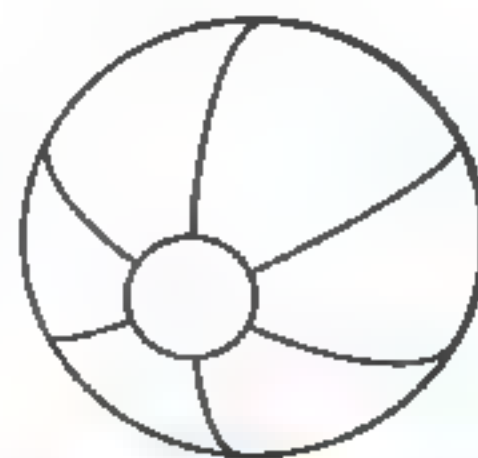
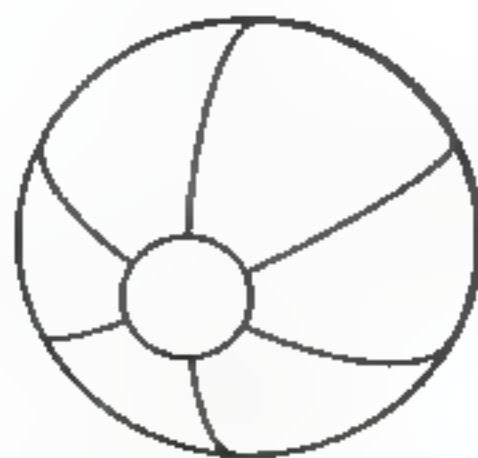
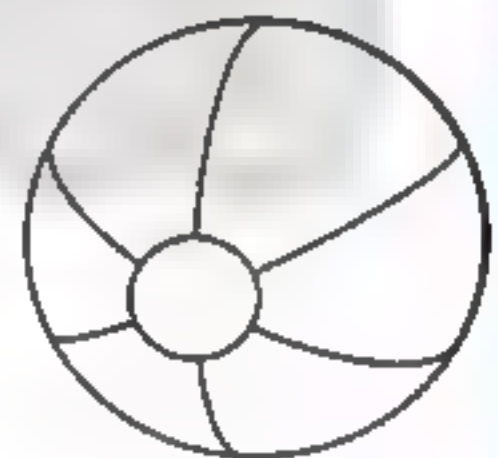
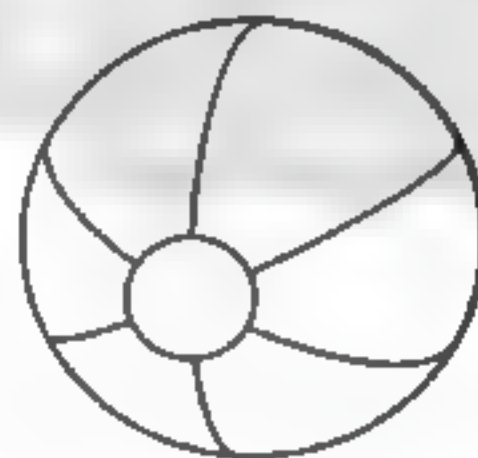
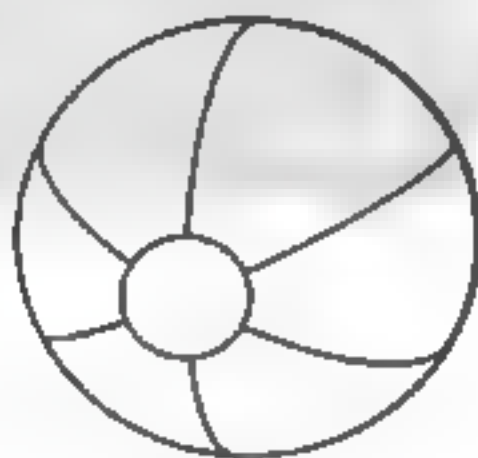
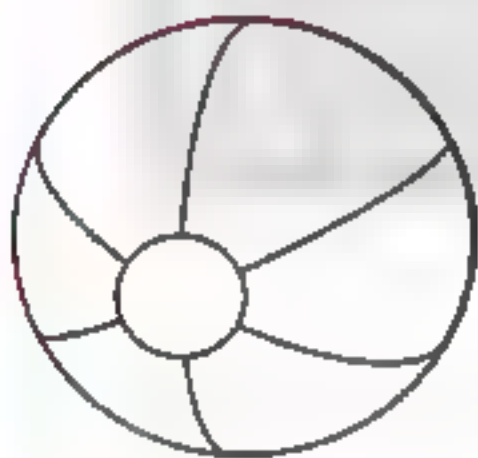
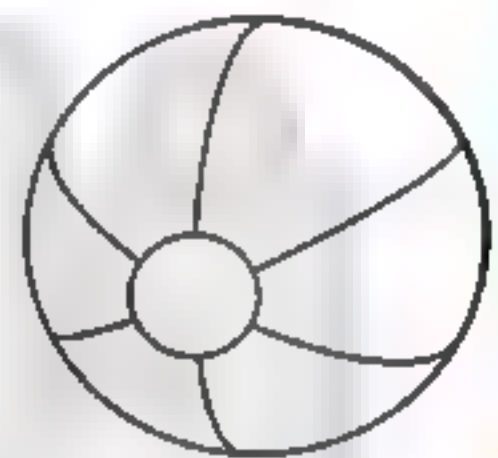
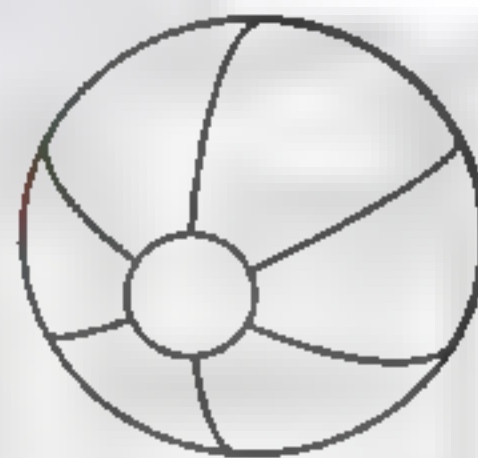
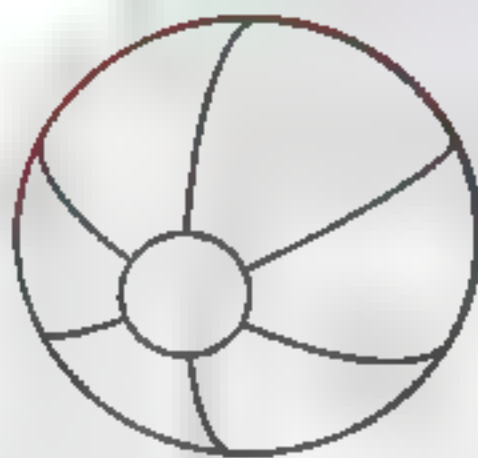
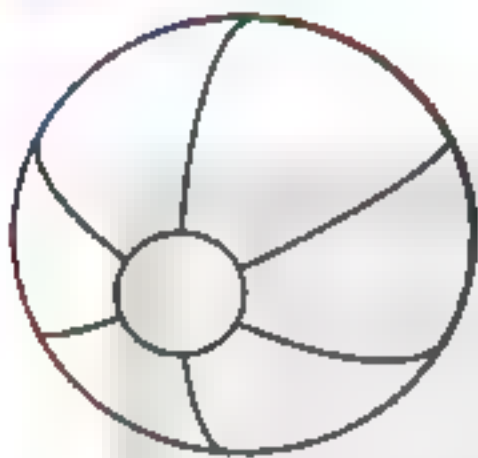
nine	
9	10

two	
2	3

ten	
9	10

6 Color six balls only.

لون ست كرات فقط.



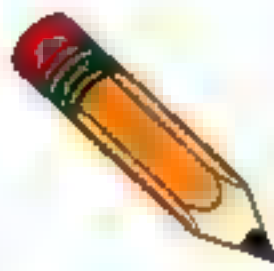
How many chairs are there?

Lesson 3

Objectives SB P. (24) / AB P. (22)

- To use numbers with vocabulary of school objects.
- To differentiate between **there is** / **there are**.
- To ask and answer question "How many?".

There is مفرد

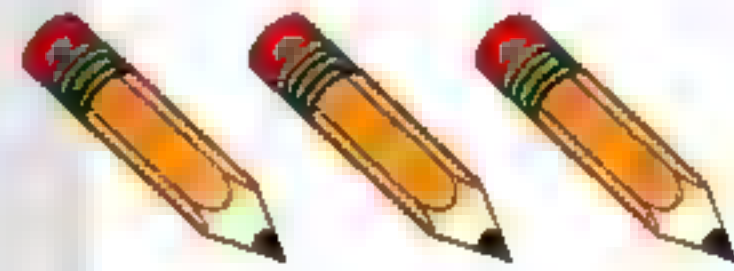


There is **one** pencil.



There is **one** sharpener.

There are جمع



There are **three** pencils.



There are **four** sharpeners.

1 - تستخدم للسؤال عن عدد الأشياء. • How many are there ?

How many pencils are there?



There **are** five pencils.

How many tables are there?



There **is one** table.

Unit 2

Activities

1 Match.

صل.

1) There are two chairs. •



2) There are three tables. •



3) There are five pencils. •



4) There is one board. •



5) There are five erasers. •



2 Read and circle the correct answer.

أقرأ و ضع دائرة.

1) There (is – are) four pens.



2) There (is – are) one eraser.



3) There (is – are) one sharpener.



4) There (is – are) three pencils.



3 Count and circle.

عد و ضع دائرة.



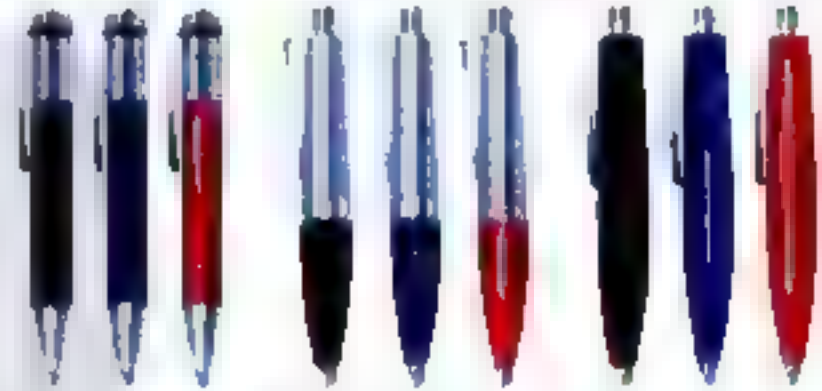
There are (two / three) chairs.



There are (four / five) pencils.



There are (five / six) eraser.



There are (nine / ten) pens.

4 Look and tick (✓) the right answer.

أنظر و ضع علامة (✓).

How many pencils are there?

☐ There are five.☐ There are six.

How many sharpeners are there?

☐ There are seven.☐ There are eight.

How many pens are there?

☐ There are three.☐ There are four.

How many erasers are there?

☐ There are nine.☐ There are ten.

Lesson 4

Learn shapes with Busy Bee!
(connect with Math)

Objectives SB P. (25 – 26) / AB P. (23 – 25)

- To identify vocabulary for shapes. التعرف على الأشكال الهندسية المختلفة.
- To differentiate between the different shapes. للتمييز بين الأشكال المختلفة.

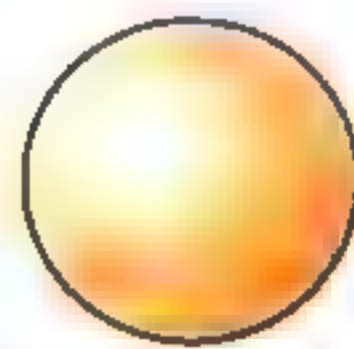
Shapes

triangle مثلث



A **triangle** has three sides.
المثلث لديه ثلاث جوانب

circle دائرة



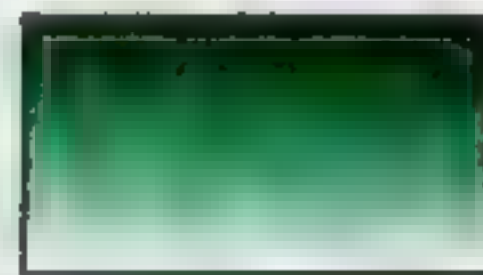
A **circle** is round.
الدائرة تكون مستديرة.

square مربع

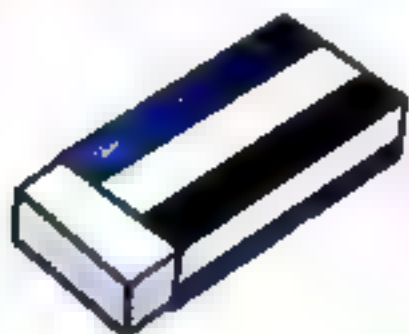


A **square** has four equal sides.
المربع لديه أربع جوانب متساوية.

rectangle مستطيل



A **rectangle** has two short sides and two long sides.
المستطيل لديه ٢ جانب قصير و٢ جانب طويل.



The eraser is a rectangle.

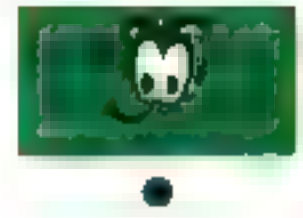
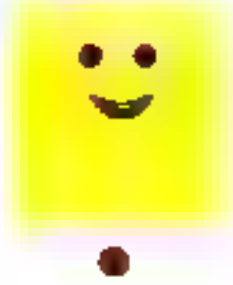
The sharpener is a circle.



Activities

1 Match.

صل.



rectangle

square

triangle

circle

2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



rectangle



triangle



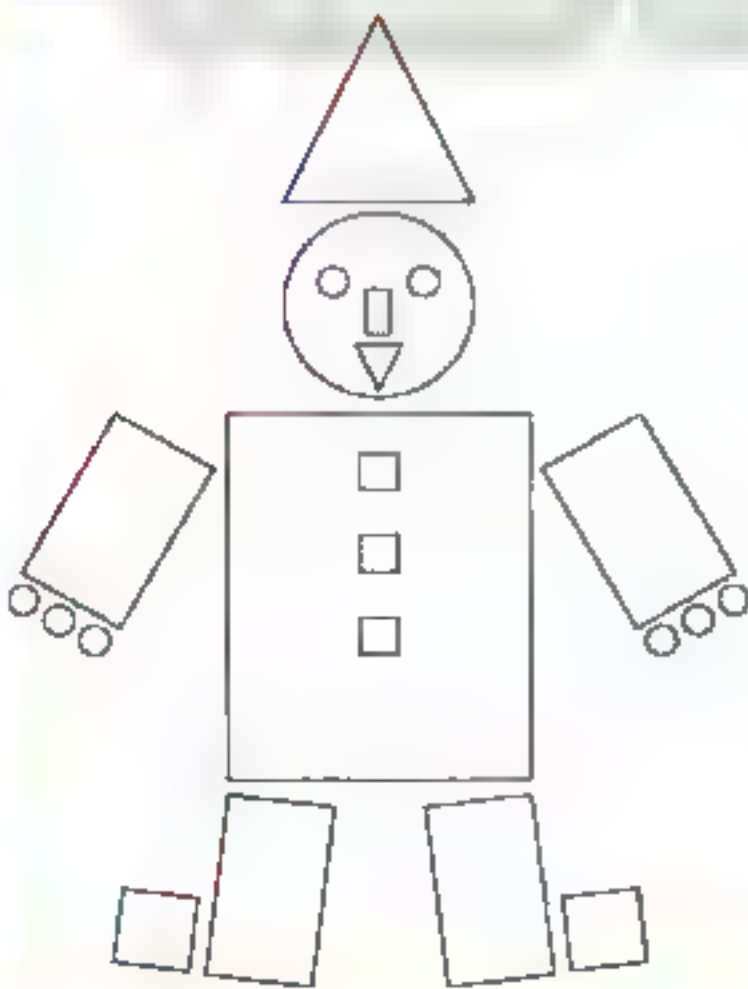
circle



square

3 Count, color and say.

عد و لون و قل.



5

Unit 2

[4] Look and tick (✓).

أنظر وضع علامة (✓).

- 1) It has three sides.
- 2) It has four sides.
- 3) It has three short sides.
- 4) It is round.



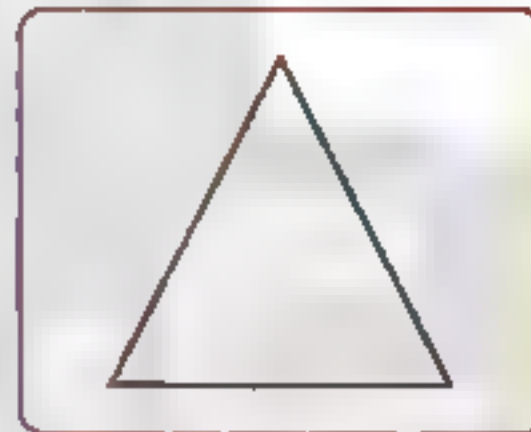
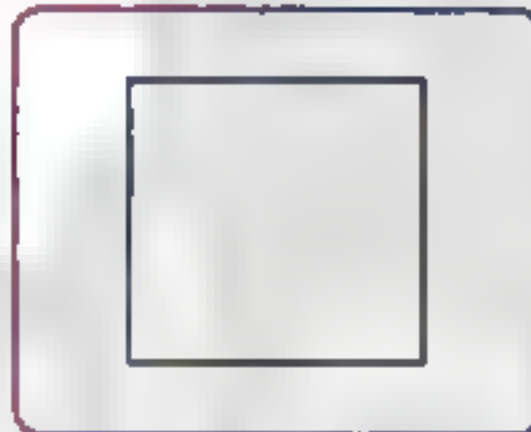
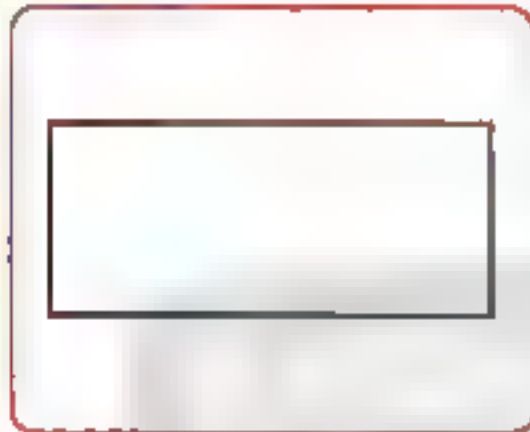
Yes

No

☐
☐
☐
☐
☐
☐
☐
☐

[5] Trace and color.

تتبع النقط و لون.



rectangle

square

triangle

circle

[6] Choose.

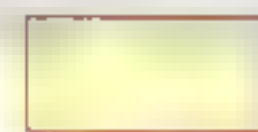
تتبع النقط و لون.

- 1) The eraser is a

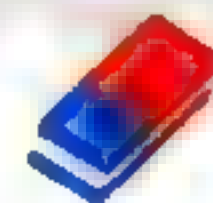


circle

-



rectangle



- 2) The table is a



triangle

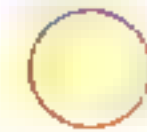
-



square



- 3) The sharpener is a



circle

-



square



- 4) The board is a

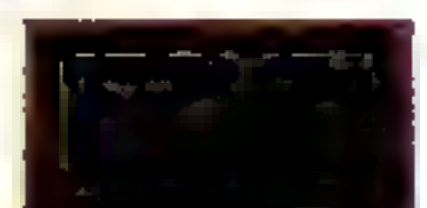


circle

-



rectangle



Lesson 5

Phonics

Mm

Trace

M M M M M M M

m m m m m m m

Write

1 3 4 2 M

1 2 3 m

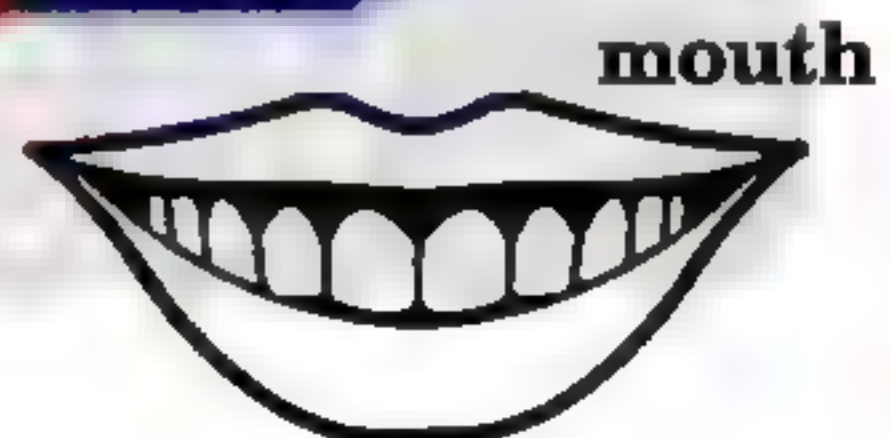
Find M / m

N b M k m Q

d m w v M R

S u B m A M

Color



Words



mouth

فم



Maha

مها



classroom

فصل

Unit 2

N n

Trace

N N N N N N N

n n n n n n n

Write

1 2 3 N

1 2 n

Find N / n

C	b	N	k	n	R
d	n	w	v	N	Q
S	u	B	n	A	N

Color



nurse

Words



nurse

مرضة



Nour

نور



pen

قلم جاف

Activities

1 Match.

صل.

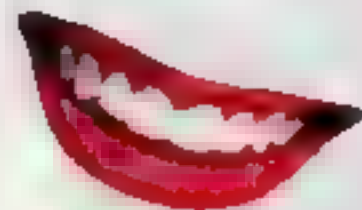
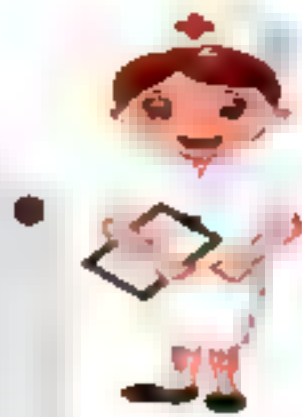
1) Maha •

2) classroom •

3) mouth •

4) pen •

5) nurse •



2 Look and circle.

أنظرو وضع دائرة حول الإجابة الصحيحة.

1



m / n urse

2



m / n outh

3



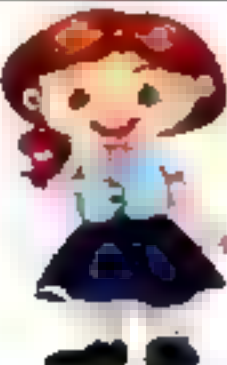
pe m / n

4



classroo m / n

5



M / N aha

6



M / N our

Unit 2

3 Put m or n.

ضع حرف m و n.



- urse



- outh



pe -



classroo -

4 Trace.

تتبع النقط.



classroom



pen



nurse



mouth

classroom

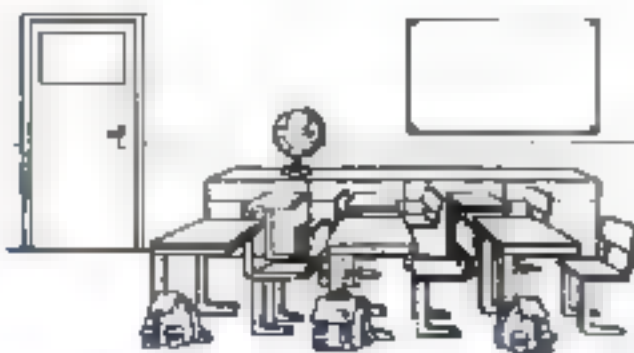
pen

nurse

mouth

5 Color words have / m /.

لون الكلمات التي بها حرف (m)



People who help us (connect with social studies)

Lesson 6

Objectives SB P. (30 – 31) / AB P. (28 – 29)

- To identify vocabulary for people who helps us.
- To differentiate different kinds of jobs.

People who help us



teacher

معلمة



librarian

أمنية مكتبة



nurse

مرضة



A teacher helps me write.



A librarian helps me find books.



A nurse helps me feel better.



Unit 2

Activities

[1] Match.

صل.



teacher

librarian

friend

nurse



[2] Look and circle.

1) A (teacher / librarian) helps me write.



2) A (teacher / nurse) helps me feel better.



3) A (nurse / librarian) helps me find books.



4) A (friend / teacher) helps me with my pen.



Unit 2

3 Look and match.

أنظر و وصل.



A teacher



feel better



A librarian

helps me



write



A nurse



find books

4 Look and put a (✓) or (x).

أنظر و ضع علامة (✓) أو (x).



Unit 2

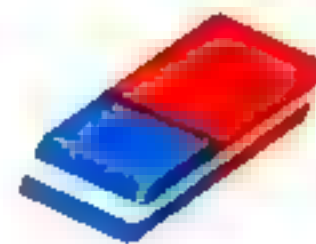
Writing corner



pencil



pen



eraser



sharpener



board



chair



table



mouth



one



two



three



four



five



six



seven



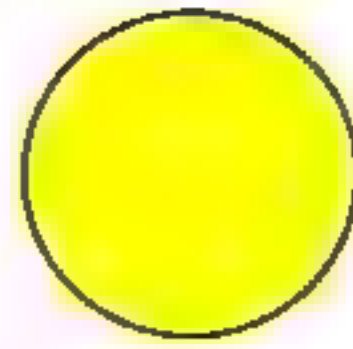
eight

9

nine

10

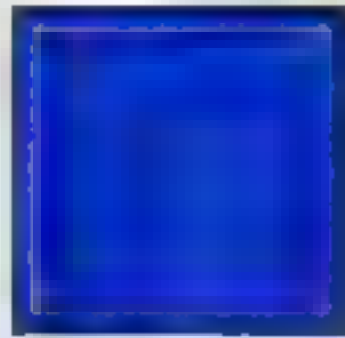
ten



circle



rectangle



square



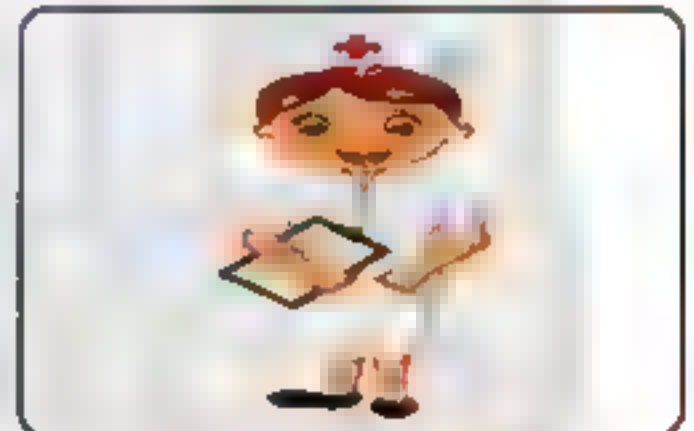
triangle



teacher



librarian



nurse

اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الاطفال للصف الثالث الاعدادي

3

Our animals



◆ Scope of unit 3

Vocabulary

- ◆ rabbit , camel , cat , fish , frog , horse , sheep.
- ◆ land , water.
- ◆ baby , child , teenager , adult.
- ◆ living , non-living , grow , breathe.

Language

- ◆ My favourite animal is the (cat).
- ◆ (Camels) live on land.
- ◆ Living things (eat).
- ◆ Non-living things don't (eat).

Phonics

- ◆ / p / : pen , panda , playground , pyramids.
- ◆ / r / : red , rabbit , Reem , sharpener.

Values

- ◆ Caring for animals.

Integrated cross-curriculum topics

- ◆ Science : Stages of life / frogs.
- ◆ Art : make a collage.
- ◆ Geography : Land and water.

Lesson 1

Vocabulary

Objectives SB P. (40 – 41) / AB P. (38 – 39)

- To identify vocabulary for animals in a picture.

- التعرف على أسماء الحيوانات

Animals



camel جمل



horse حصان



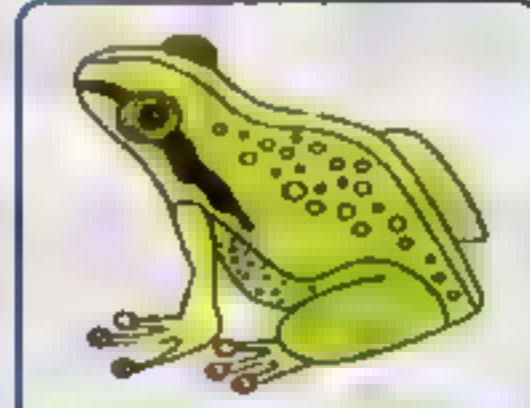
fish سمكة



sheep خروف



rabbit أرنب



frog ضفدع



cat قطة

Unit 3

Activities

1 Look and number.

أنظروا وأكتبوا الرقم.

1) sheep •



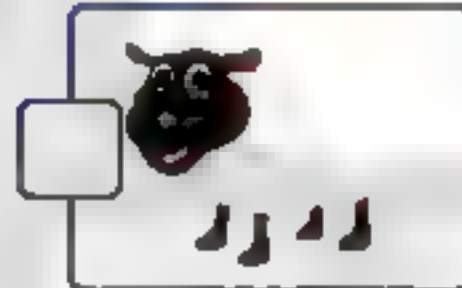
2) cat •



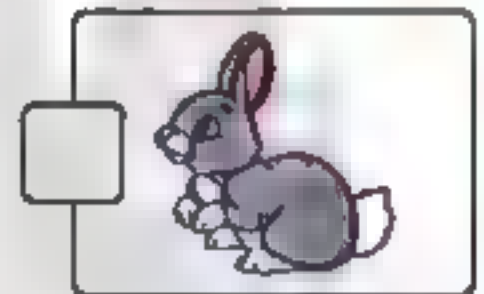
3) rabbit •



4) camel •



5) horse •



6) frog •

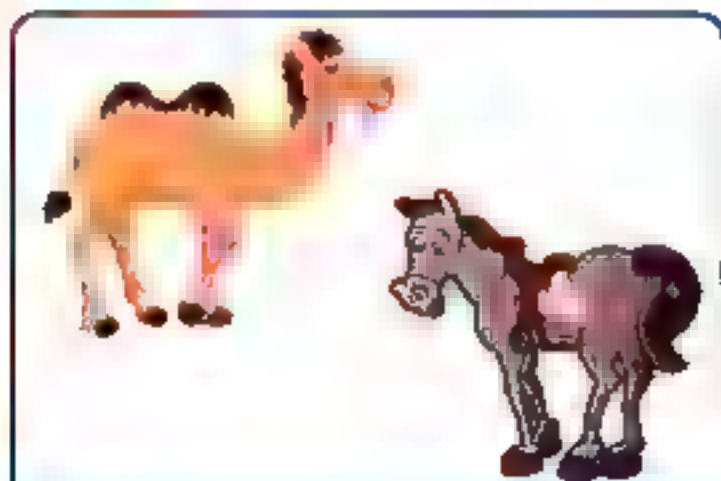


7) fish •



2 Look and circle.

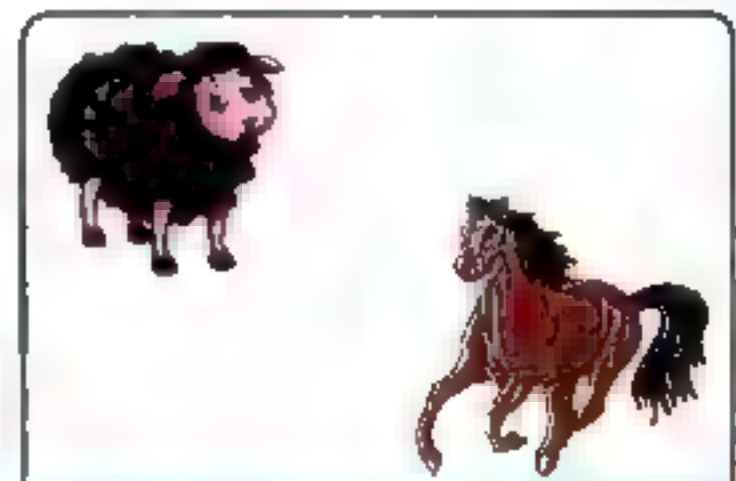
أنظروا وضع دائرة حول الإجابة الصحيحة.



camel



rabbit



sheep

Unit 3



frog



fish



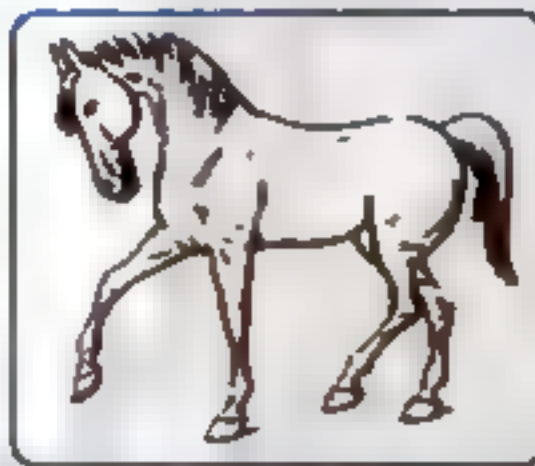
cat

3 Trace and color.

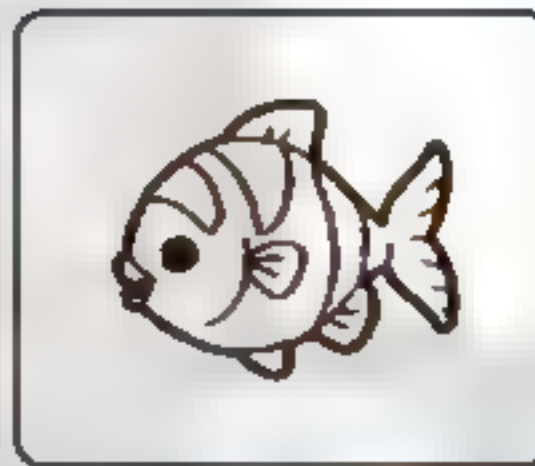
تتبع النقط و لون.



camel



horse



fish



sheep



frog



rabbit



cat



لا تتركه زاكروولى على موقعنا

<https://www.zakrooly.com>

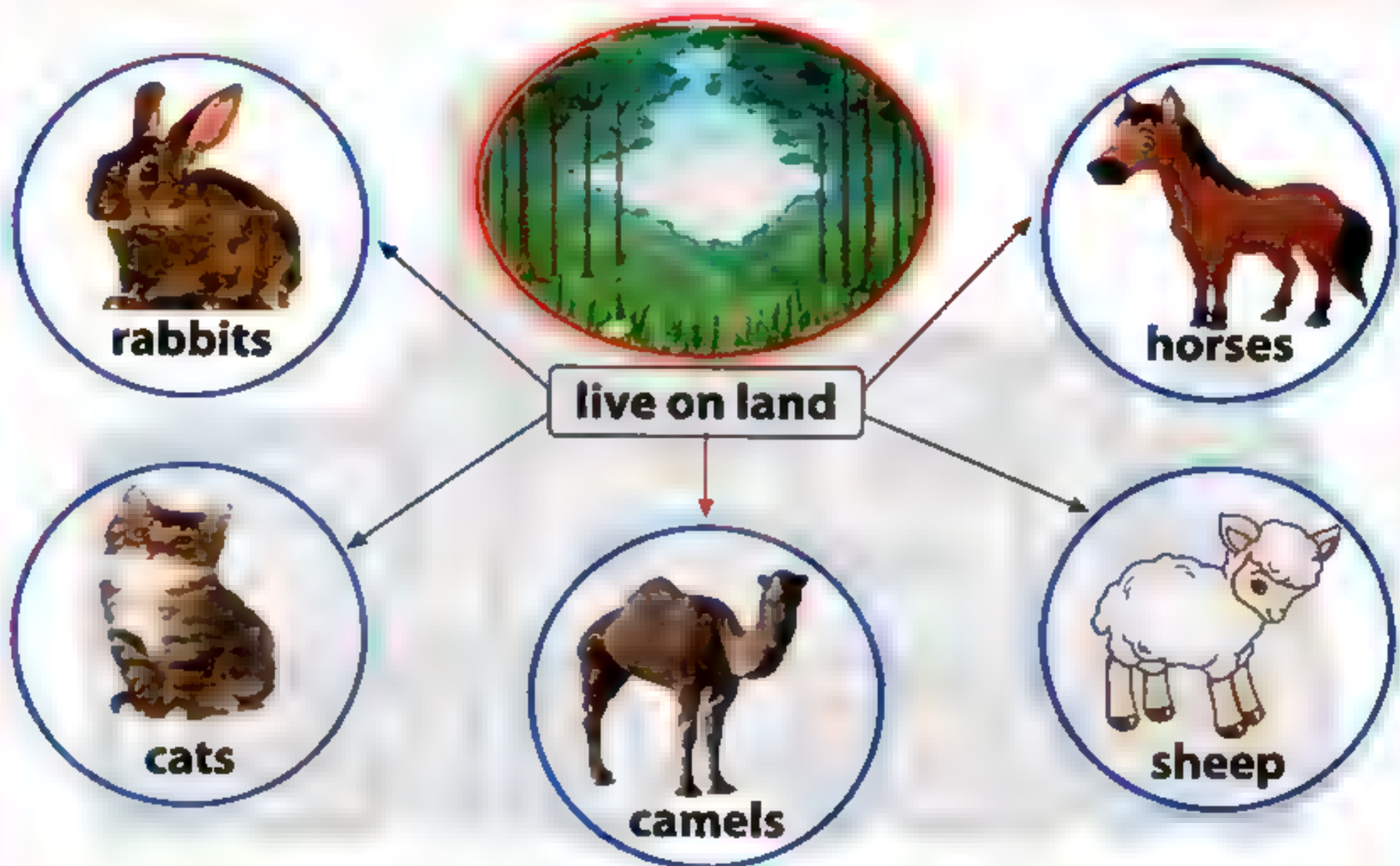
هذا العمل خاص بموقع زاكروولى التعليمى ولا يسمح بتداوله على مواقع أخرى

Lesson 2

Where do camels live?
Land and water

Objectives SB P. (42 – 43) / AB P. (40 – 41)

- ♦ To talk about animals. - للتحدث عن الحيوانات.
- ♦ To differentiate between animals that live on land and in water. - للتعرف على الحيوانات التي تعيش في الأرض وفي الماء.



Language Use

• Where do live?

- للسؤال عن أين تعيش الحيوانات

Where do camels live?



Camels live **on** land.

Where do fish live?



Fish live **in** water.

Where do cats live?



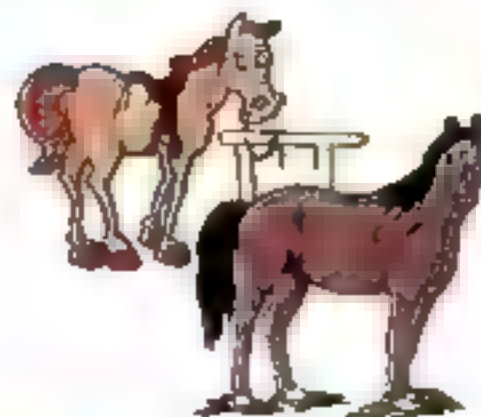
Cats live **on** land.

Where do frogs live?



Frogs live **in** water.

Where do horses live?



Horses live **on** land.

Unit 3

Activities

1 Match the animals to where it live.

صل الحيوانات بالمكان الذي تعيش فيه.



on land



in water



2 Circle and say.

أنظرو وضع دائرة حول الإجابة الصحيحة.



land / water



land / water



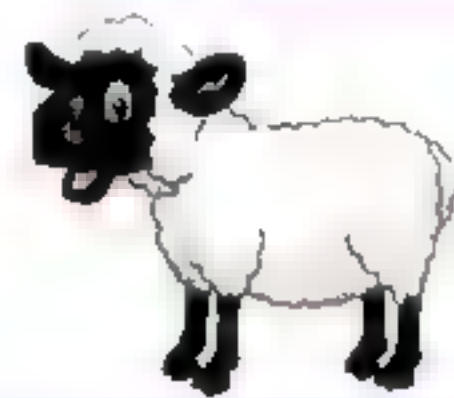
land / water



land / water

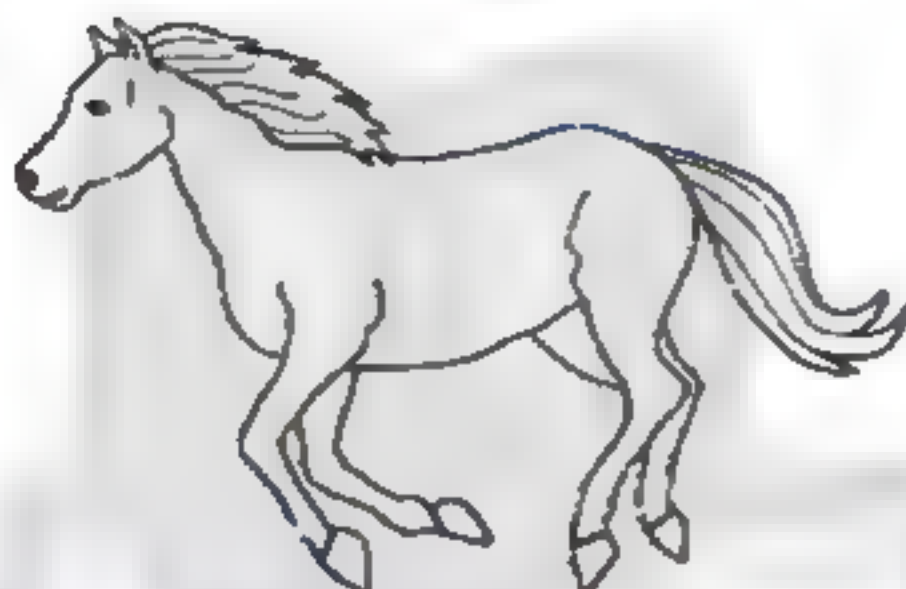
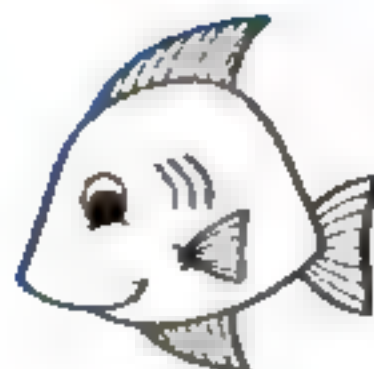


land / water

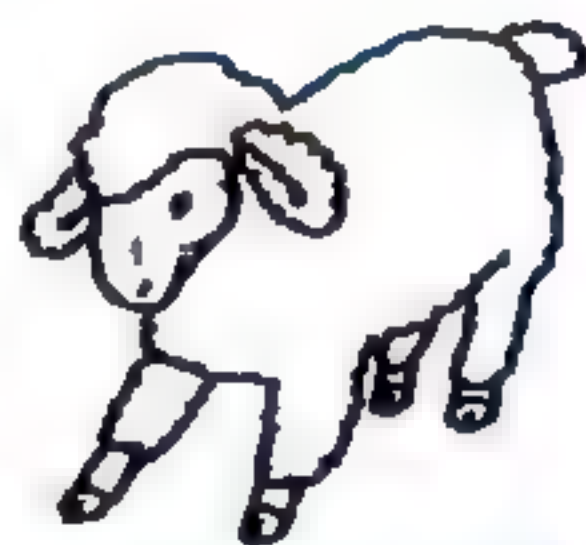
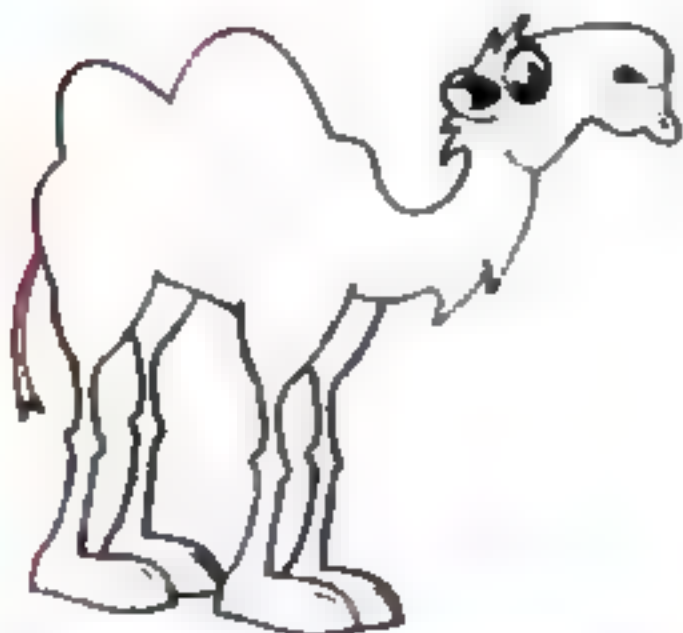


land / water

[3] Color animals that live on land. لون الحيوانات التى تعيش فى الأرض.



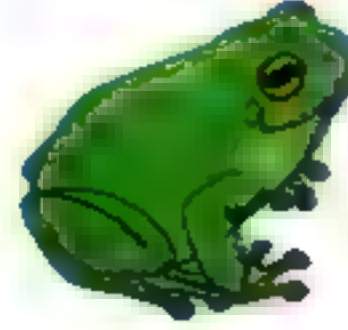
[4] Color animals that live in water. لون الحيوانات التى تعيش فى الماء.



Unit 3

5 Look and tick (✓) the right answer. أنظرو وضع علامة (✓).

Where do frogs live?



- ☐ On land.
☐ In water.

Where do cats live?



- ☐ On land.
☐ In water.

Where do camels live?



- ☐ On land.
☐ In water.

Where do fish live?



- ☐ On land.
☐ In water.

Where do rabbits live?



- ☐ On land.
☐ In water.

Where do sheep live?



- ☐ On land.
☐ In water.

The living world

(Connect with science)

Lesson 3

Objectives SB P. (44 – 45) / AB P. (42 – 43)

- To identify vocabulary for living things.
- To talk about what living things can do.
- To differentiate between **living** and **non-living** things.

Living things

الأشياء الحية



baby

طفل رضيع



cat

قطه



horse

حصان



rabbit

أرنب



fish

سمكة

Non-living things

الأشياء غير الحية



pen

قلم جاف



pencil

قلم رصاص



table

طاولة



sharpener

براية



book

كتاب

Unit 3

Language Use

– هناك أشياء يقوم بها الكائن الحي ولا يقوم بها الجماد

Living things



eat



grow

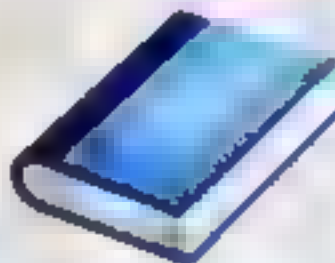


breathe

Non-living things



don't eat



don't grow



don't breathe

اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الاطفال للصف الثالث الاعدادي



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هذا العمل خاص بموقع ذاكرولي التعليمي ولا يسمح بتداوله على مواقع أخرى

Activities

صل.

1 Match.



•



•

Living



•



•

Non-living



•



•

2 Circle the living things.

ضع دائرة على الأشياء الحية.



Unit 3

3 Circle and say.

ضع دائرة حول الإجابة الصحيحة وقل.



eat / don't eat



grow / don't grow



eat / don't eat

breathe /
don't breathe

grow / don't grow

breathe /
don't breathe

4 Circle the non-living things.

ضع دائرة حول الأشياء الغير حية.



What is your favorite animal?

Lesson 4

Objectives SB P. (46) / AB P. (47)

- To talk about favorite animals. - للتحدث عن حيوانك المفضل.
- To reinforce the value of looking after animals. - للتأكيد على أهمية الاعتناء بالحيوانات

Animals



camel جمل



fish سمكة



horse حصان



sheep خروف



rabbit أرنب



frog ضفدع



panda دب الباندا

Language Use

- What is your favorite animal? - (ما هو حيوانك المفضل؟)
- تستخدم للسؤال عن الحيوان المفضل لدى شخص ما.

What is your favorite animal?



What is your favorite animal?



My favorite animal is the panda.



My favorite animal is the rabbit.



Unit 1

Activities

صل.

1 Match.

1) panda •

2) camel •

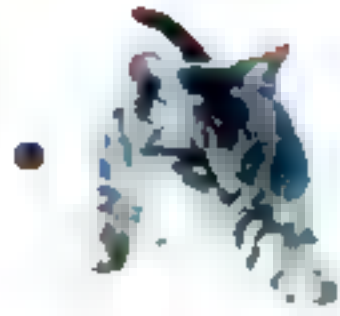
3) sheep •

4) frog •

5) horse •

6) rabbit •

7) cat •

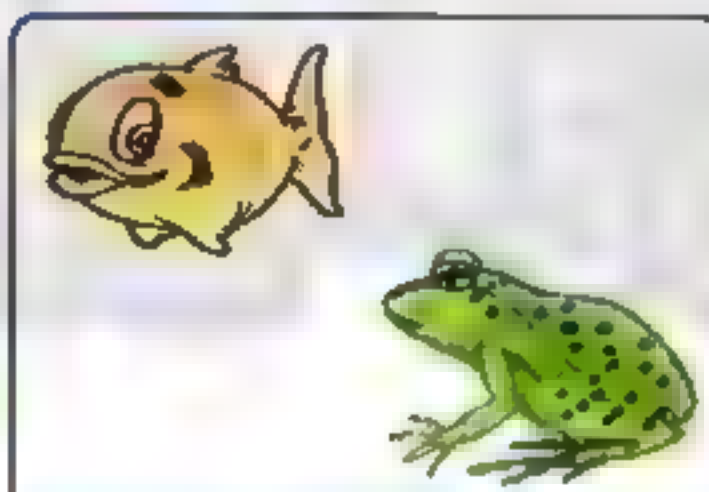


2 Look and circle.

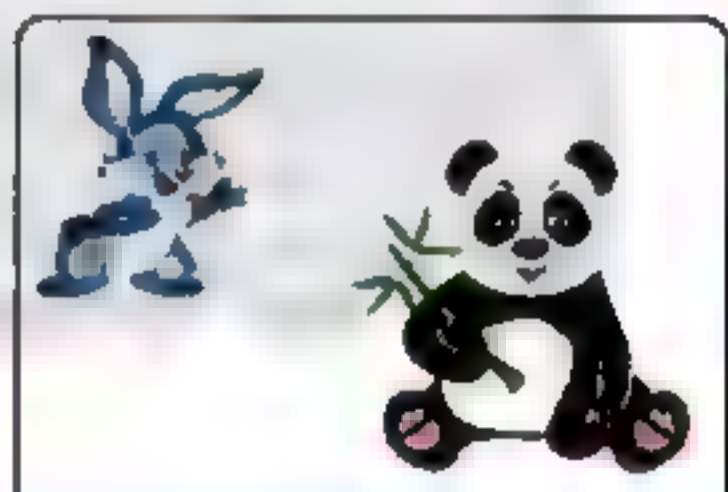
أنظر و ضع دائرة حول الإجابة الصحيحة.



horse



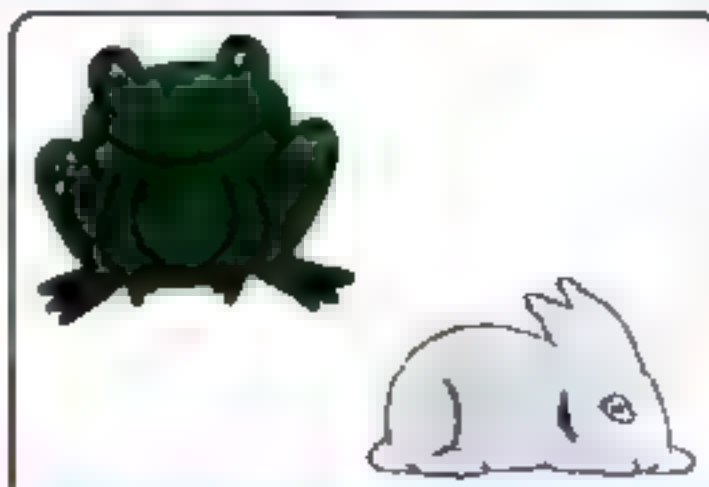
fish



panda



camel



rabbit



frog

3 Look and tick (✓) the right answer.

أنظر و ضع علامة (✓).

What is your favorite animal?



☐ panda

☐ cat

What is your favorite animal?



☐ horse

☐ camel

What is your favorite animal?



☐ rabbit

☐ fish

What is your favorite animal?



☐ sheep

☐ frog

4 Color your favorite animal.

لون حيوانك المفضل.



Lesson 6

Phonics

P p

Trace

P P P P P P P P

p p p p p p p p

Write

1 2 P

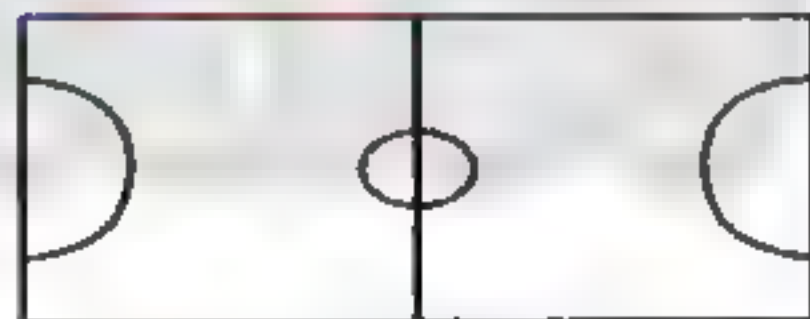
1 2 p

Find P/p

O	b	P	k	O	B
d	p	w	u	P	R
p	u	B	O	A	P

Color

Playground



Words



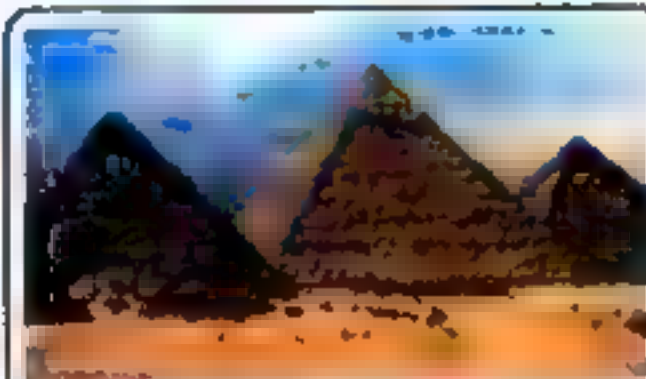
panda

دب الباندا



pan

طاسة



pyramids

أهرامات

R r

Trace

R R R R R R R R R R

r r r r r r r r r r

Write

1 2 3 R

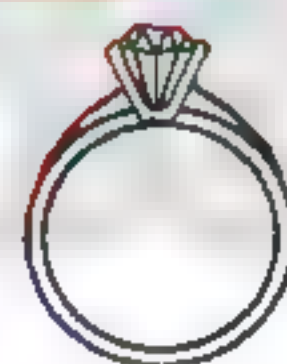
1 2 r

Find R r

R	b	N	k	n	r
d	n	R	v	r	Q
u	r	s	n	R	N

Color

Ring



Words



rabbit

أرنب



red

أحمر



Reem

ريم

Unit 3

Activities

1 Match.

1) panda •

2) pyramids •

3) playground •

4) red •

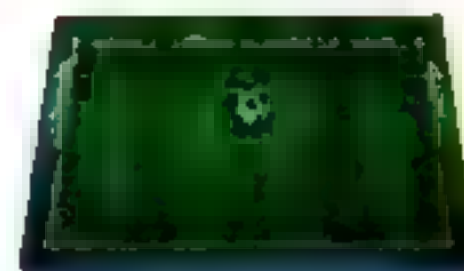
5) rabbit •

6) Reem •

7) ring •

8) pan •

صل.



[2] Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.

1



p / r abbit

2



p / r anda

3



P / R eem

4



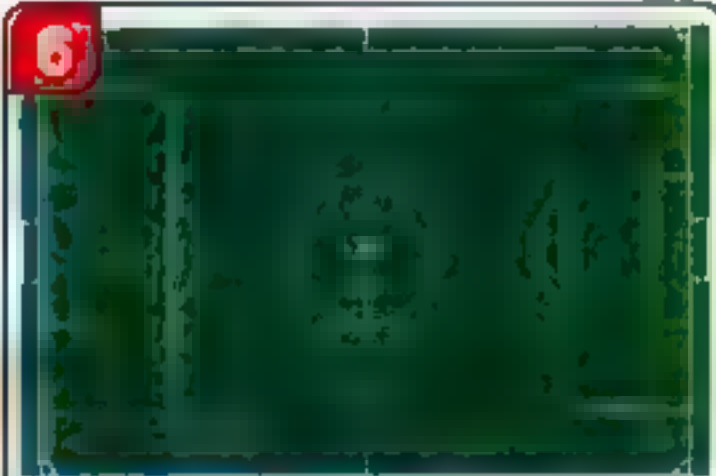
p / r ed

5



p / r yramids

6



p / r layground

[3] Put / p / or / r /.

ضع (p) أو (r).

1



- anda

2



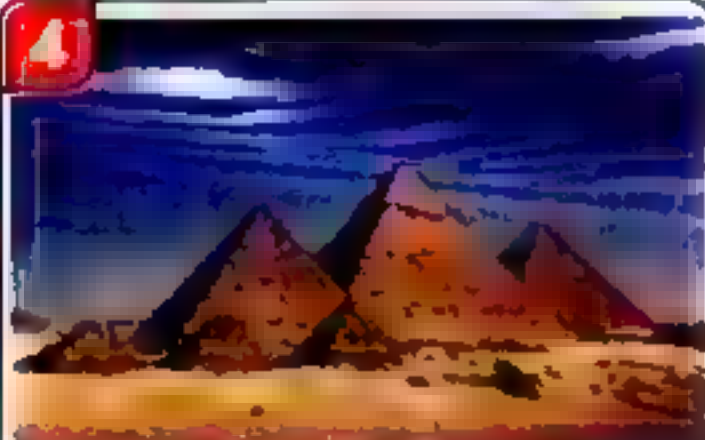
- abbit

3



- ed

4



- yramids

5



- layground

6

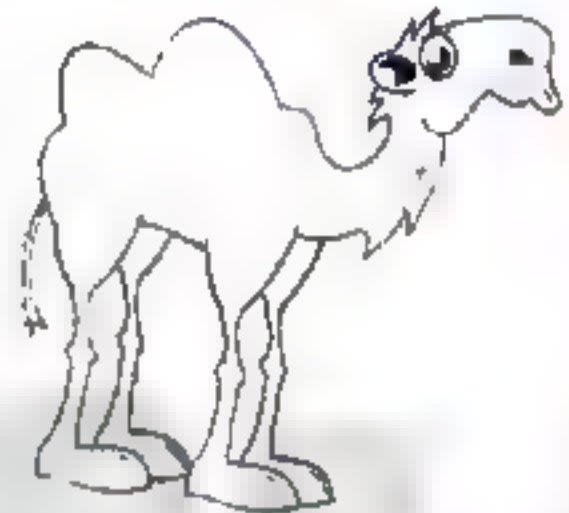
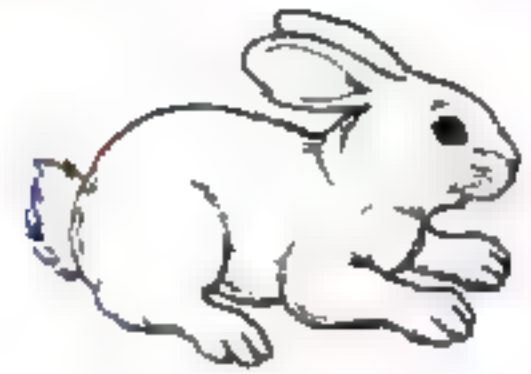
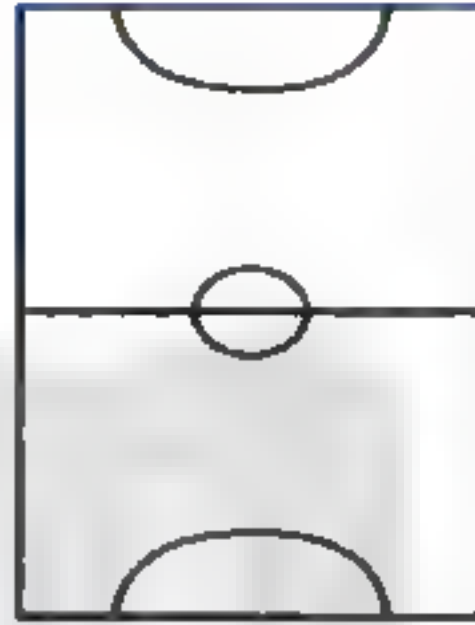


sharpene -

Unit 3

4 Color words that have /p/.

لون الكلمات التي بها حرف (p)



5 Trace.



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تتبع.



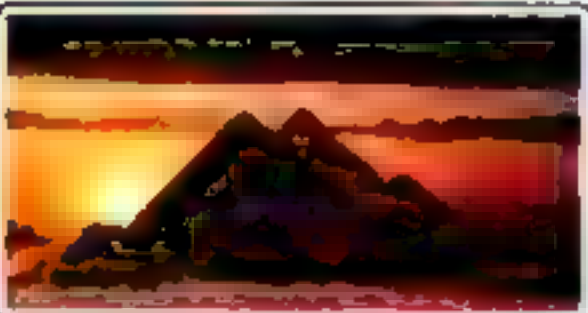
panda

panda



red

red



pyramids

pyramids



rabbit

rabbit

Growing up

(Connect with science)

Lesson 6

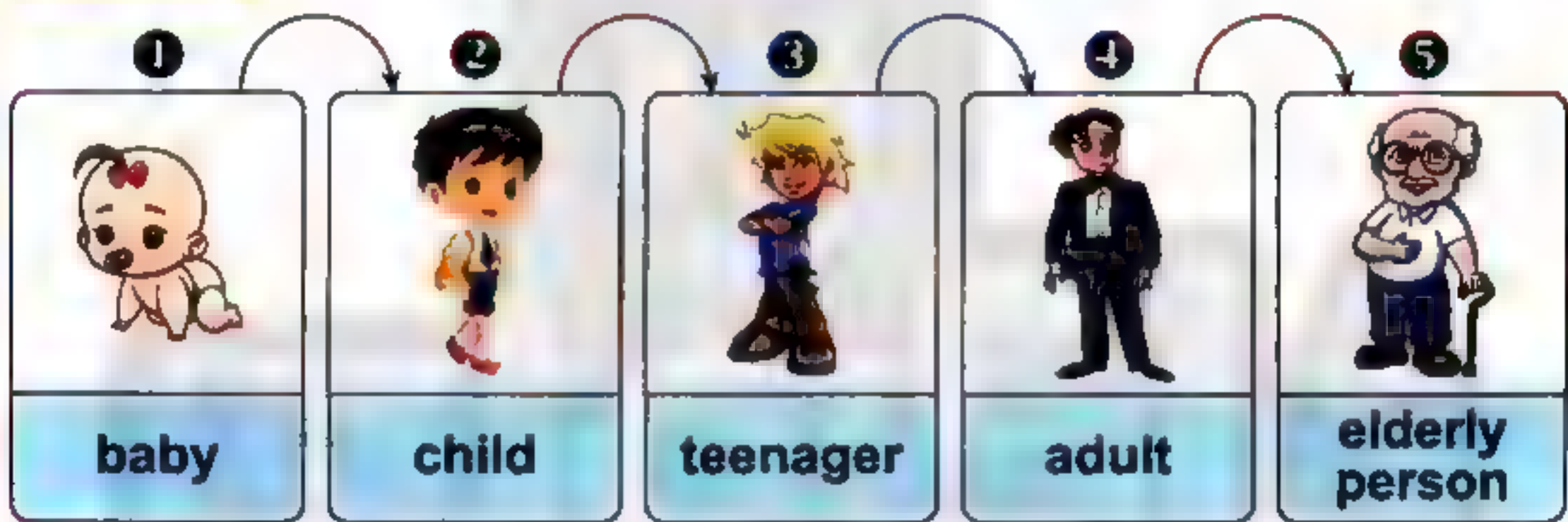
Objectives SB P. (50 – 51) / AB P. (48 – 49)

- To recognize stages of human's life.
- To recognize stages of frog's life cycle.

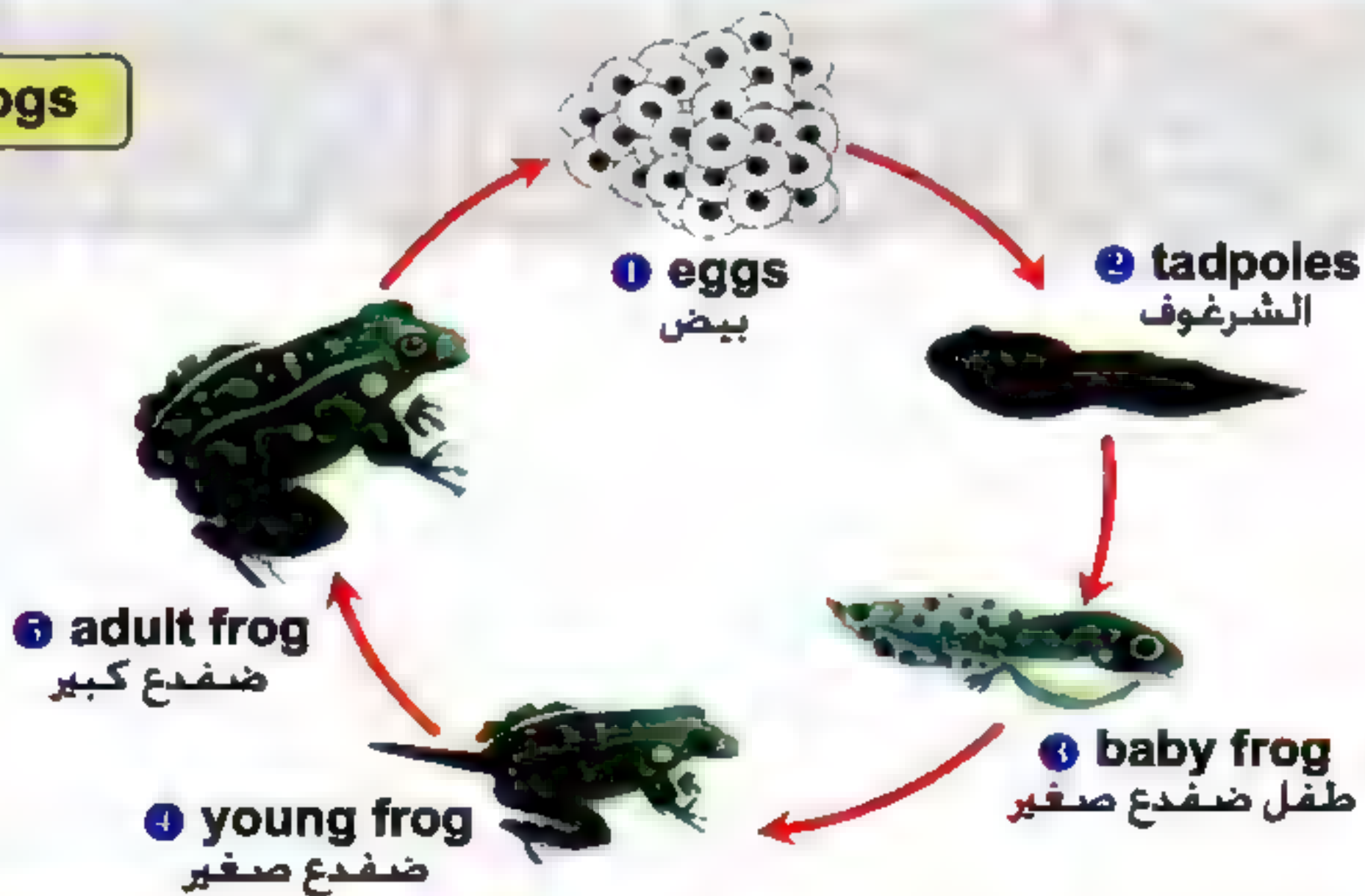
- دورة حياة الإنسان.
- دوره حياة الضفدع.

Stages of life

Human



Frogs



Unit 3

Activities

1 Match.

صل.

1) baby •



2) child •



3) teenager •

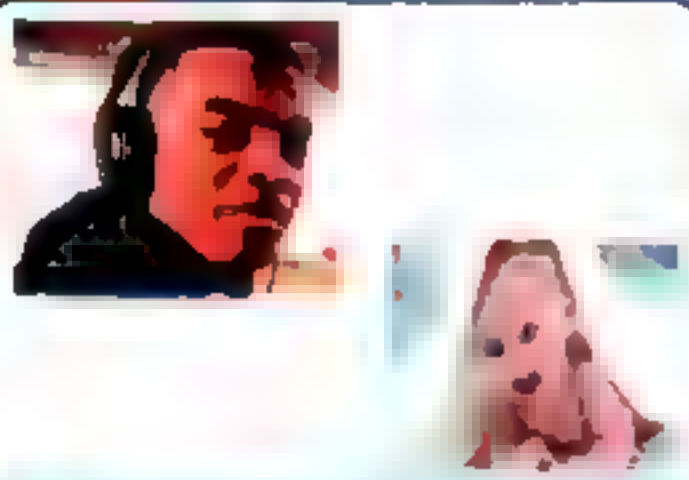


4) adult •



2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



baby



child



adult



adult frog



baby frog



teenager

3 Order and write the number.

رتب و اكتب الرقم.



baby



child



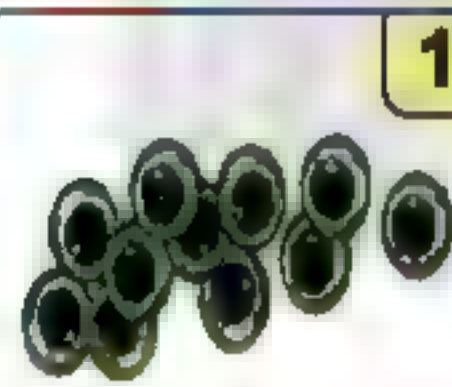
adult



teenager

4 Order and write the number.

رتب و اكتب الرقم.



eggs



tadpoles



adult frog



baby frog

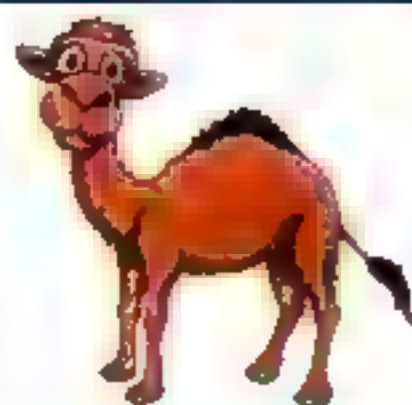
اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الاطفال للصف الثالث الاعدادي

Unit 3

Writing Corner



rabbit



camel



cat



fish



panda



horse



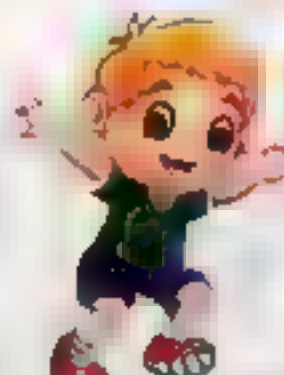
frog



sheep



baby



child



teenager



adult



eat



grow



breathe

Our world



◆ Scope of unit 4

Vocabulary

- ◆ salad , tomato , cucumber , lettuce , carrot , corn.
- ◆ cloud , rain , puddle , sea , river.
- ◆ gray , black , white.
- ◆ summer , winter.

Language

- ◆ It's good / bad for you.
- ◆ Let's wash our (hands).
- ◆ I like / don't like (rain).

Phonics

- ◆ / d / : daddy , duck , hand , salad , Dina.
- ◆ / s / : sister , sun , salad , Seleem.

Values

- ◆ Independence.

Integrated cross-curriculum topics

- ◆ Science : Healthy food.
- ◆ Art : Make a food wheel.

Lesson 1

Vocabulary

Objectives SB P. (58 – 59) / AB P. (54 – 55)

- التعرف على أنواع الطعام.
- To identify vocabulary for food in a picture.
- To reinforce the importance of eating healthy food.
- التأكيد على أهمية تناول طعام صحي

Food طعام



carrot

جزر



tomato

طماطم



cucumber

خيار



lettuce

خس



salad

سلطة



corn

ذرة

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق الجرام

تابع جديد ذاكرولي على
فيسبوك
تويتر
واتس اب
تليجرام

Activities

صل.

11 Match.

- 1) corn •
- 2) tomato •
- 3) cucumber •
- 4) lettuce •
- 5) salad •
- 6) carrot •



12 Look and circle.

أنظرو وضع دائرة حول الإجابة الصحيحة.



carrot



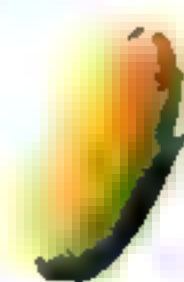
tomato



cucumber



lettuce



corn



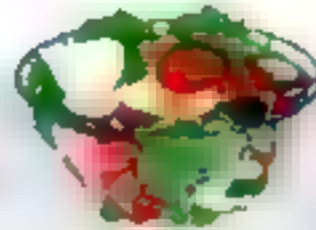
salad

Unit 4

[3] Look and tick (✓).

أنظر وضع علامة (✓).

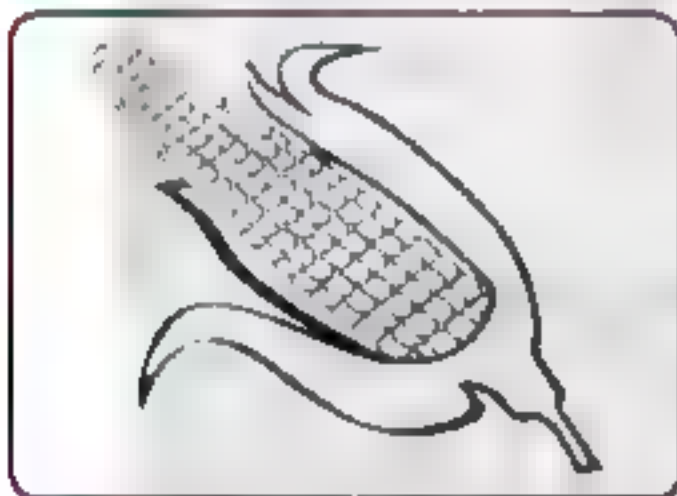
- 1) I can see a carrot.
- 2) I can see a tomato.
- 3) I can see a cucumber.
- 4) I can see salad.
- 5) I can see a lettuce.
- 6) I can see a corn.



Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

[4] Trace and color.

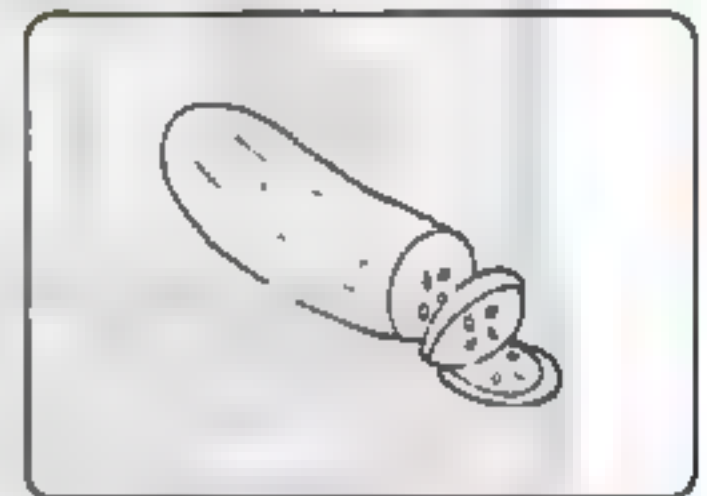
تتبع النقط و لون.



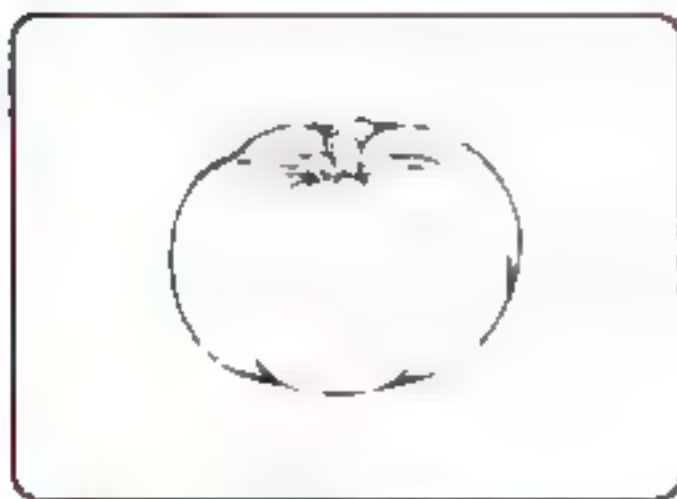
corn



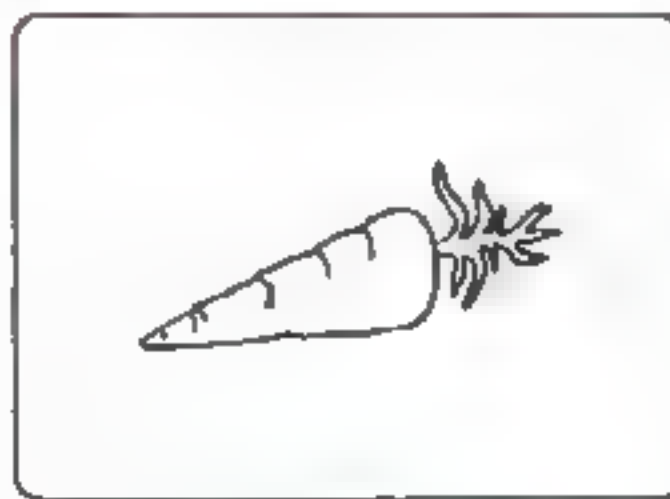
salad



cucumber



tomato



carrot



Lettuce

Healthy or unhealthy?

Lesson 2

Objectives SB P. (60) / AB P. (56)

- To differentiate between healthy and unhealthy food.

- للتمييز بين الطعام الصحي وغير صحي.

Healthy food



طعام صحي



cucumber

خيار



tomato

طماطم



water

ماء

Unhealthy food



طعام غير صحي



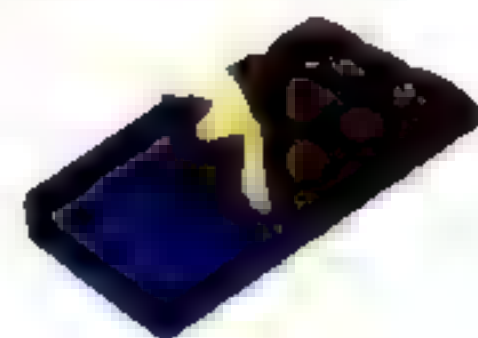
sweets

حلوى



cola

كولا



chocolate

شيكولاته

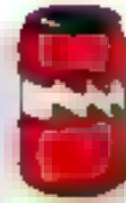
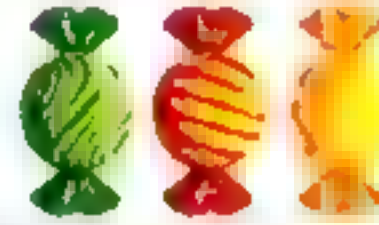
Unit 4

Activities

1 Look and tick (✓).

أنظرو وضع علامة (✓).

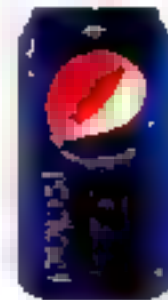
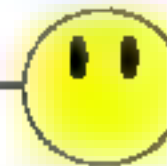
- 1) It is healthy.
- 2) It is unhealthy.
- 3) It is healthy.
- 4) It is unhealthy.
- 5) It is healthy.
- 6) It is unhealthy.



Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Look and draw 😊 or ☹️.

أنظرو أرسم 😊 أو ☹️.



3 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



healthy / unhealthy



healthy / unhealthy



healthy / unhealthy



healthy / unhealthy



healthy / unhealthy



healthy / unhealthy



healthy / unhealthy

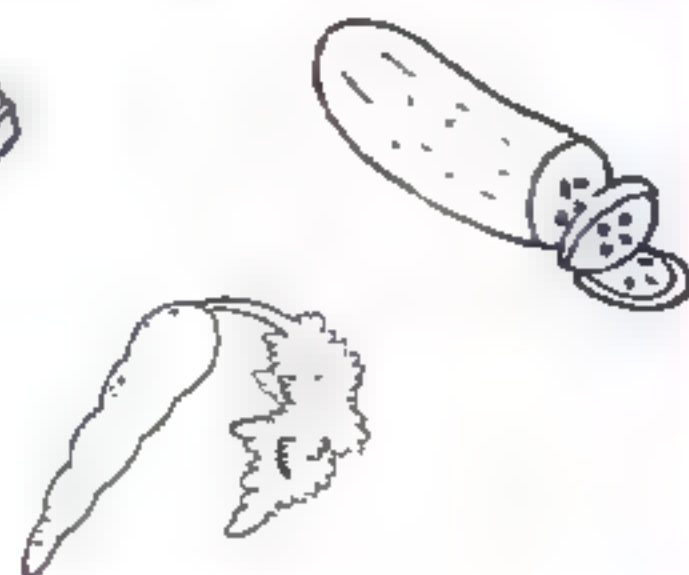
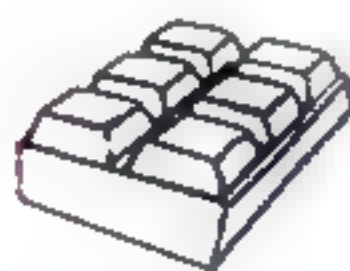
لا تلمس الاشياء في
قلوبك ذاكرولى
على لطيف الشجرام



healthy / unhealthy

4 Color healthy food.

لون الطعام الصحى.



Lesson 3

Let's wash our hands!

Objectives SB P. (61) / AB P. (57)

- ◆ To follow the instructions of washing our hands. تعليمات غسل اليدين
- ◆ To reinforce the value of cleanliness. أهمية النظافة



eat

يأكل



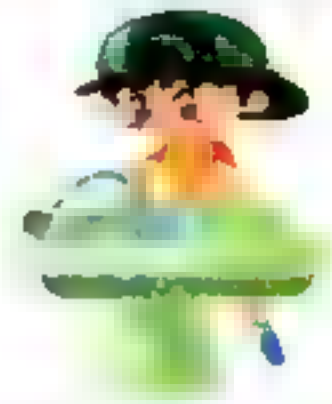
touch

يلمس



cough

كحة



wash

يغسل

Let's wash our hands!

قبل Before



We eat.



We touch a baby.

بعد After

We use the
bathroom.We touch
animals.

We cough.

Activities

1 Look and tick (✓).

أنظرو وضع علامة (✓).

We wash our hands Before

نحن نغسل أيدينا قبل.

We use the bathroom.
()We eat.
()We touch a baby.
()

We wash our hands After

نحن نغسل أيدينا بعد.

We cough.
()We eat.
()We touch animals.
()

2 Trace.

تتبع.

I wash my hands

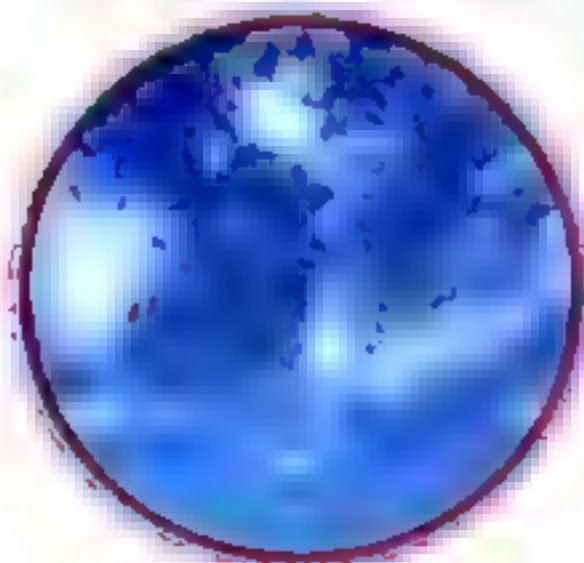
لايج جيب ذاكرولي على موقعنا
<https://www.zakrooly.com>

Lesson 4

Is it water?
(Connect with science)

Objectives SB P. (62 – 63) / AB P. (58 – 59)

- ♦ To talk about ways to see water. - أين نرى الماء.
- ♦ To reinforce the importance of water in our life. - أهمية الماء في حياتنا.
- ♦ To reinforce the importance of rain and the sun for plants. - أهمية المطر والشمس للنبات.



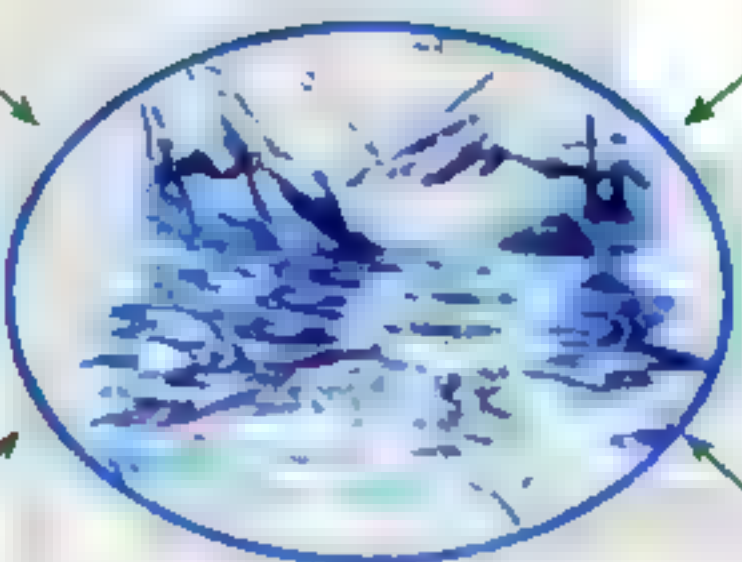
cloud سحب



rain مطر



puddle نفرة ماء



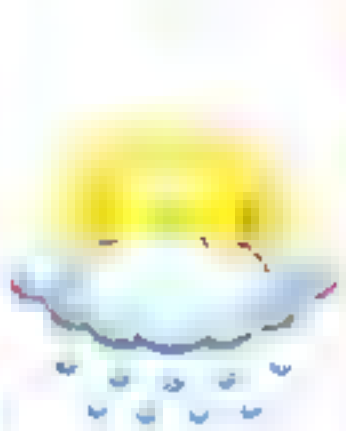
water ماء



sea بحر

Note

- ♦ The **sun** and **rain** are good for (corn). الشمس والمطر مهم للذرة.

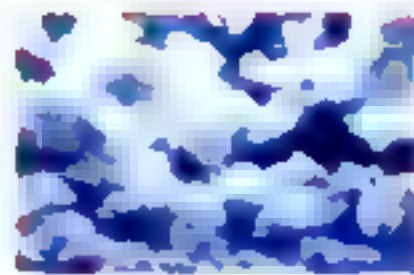


Activities

1 Match.

صل.

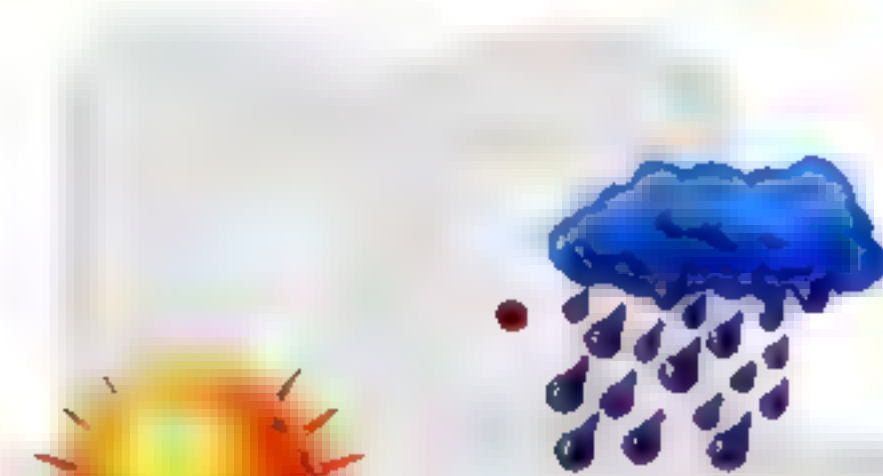
1) The sun •



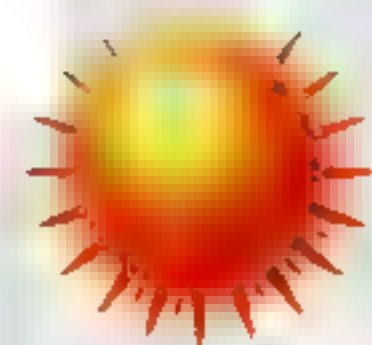
2) rain •



3) cloud •



4) sea •

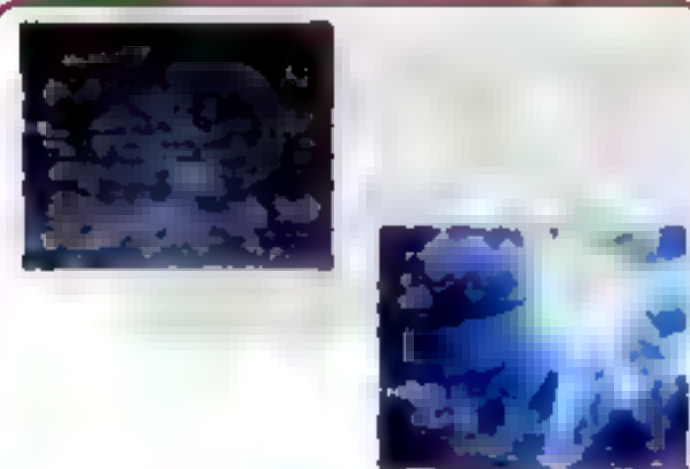


5) puddle •

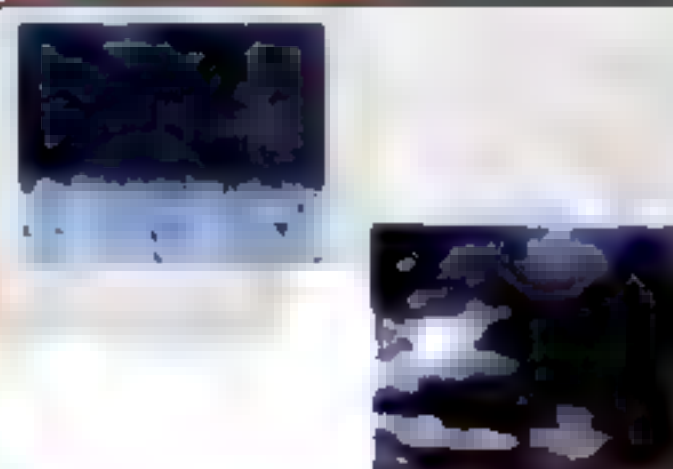
6) water •

2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



The sun



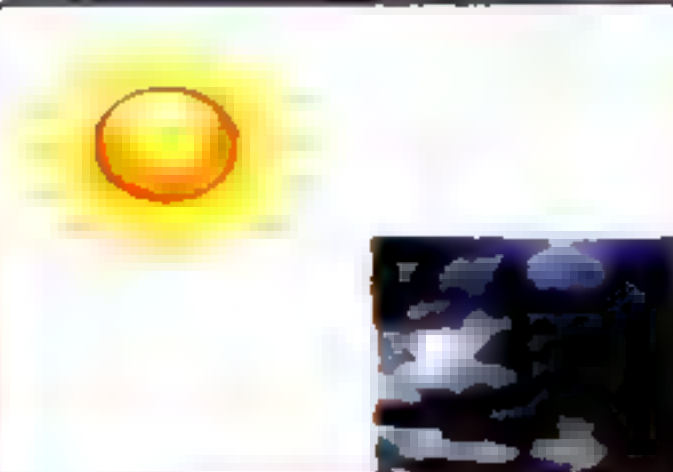
rain



puddle



sea



cloud



water

Lesson 5

Living or Non-living?

Objectives SB P. (64) / AB P. (60)

- To use vocabulary for living and non-living things.
- To differentiate between living and non-living things.

Living الأشياء الحية	Non-living الأشياء غير الحية
	
<p>fish سمكة</p>	<p>can علبة كانز</p>
	
<p>frog ضفدع</p>	<p>bottle زجاجة</p>
	
<p>duck بطّة</p>	<p>plastic bag كيس بلاستيك</p>

Note

- One syllable. هناك كلمات تتكون من مقطع واحد ويراعى هذا عند النطق. (fish – frog – duck)
- Two syllable. هناك كلمات ذات مقطعين ويراعى هذا عند النطق. (river – bottle – water)

Activities

1 Match.

1) duck •

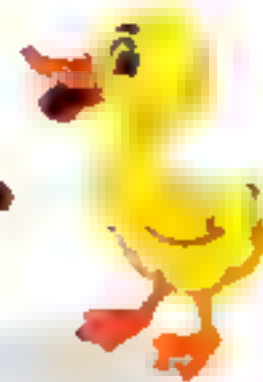
2) frog •

3) river •

4) fish •

5) bottle •

6) water •



صل.

2 Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



frog



bottle



water



duck



fish



river

Unit 4

[3] Look and circle.

أنظر و ضع دائرة حول الإجابة الصحيحة.



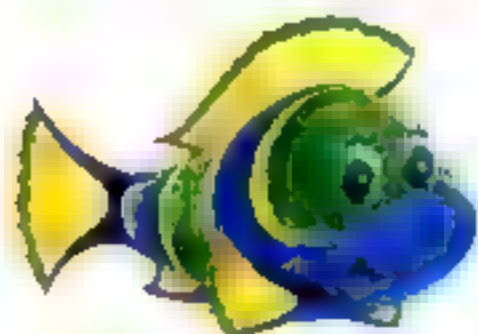
Living / Non-living



Living / Non-living



Living / Non-living



Living / Non-living



Living / Non-living



Living / Non-living

[4] Color living things.

لون الأشياء الحية.



نقوم في أي عمل عليه العلامة دي

Sorting

Lesson 6

Objectives SB P. (65) / AB P. (61)

- To revise vocabulary learnt before.
- To sort vocabulary.

Colors ألوان	Animals حيوانات	Food طعام
 red أحمر	 cat قطعة	 apple تفاحة
 yellow أصفر	 cow بقرة	 cake كبة
 green أخضر	 horse حصان	 corn ذرة

نقوم في أي عمل عليه العلامة دي

Unit 4

Activities

1 Match.

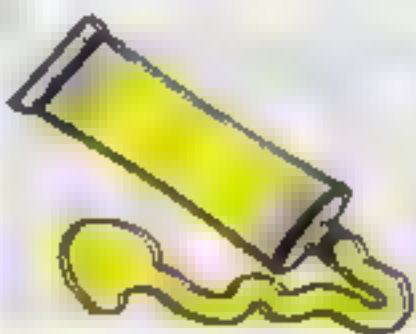
- 1) red •
- 2) yellow •
- 3) apple •
- 4) cake •
- 5) cat •
- 6) cow •



2 Look and tick (✓).

أنظرو وضع علامة (✓).

Colors



yellow ()



cat ()



red ()

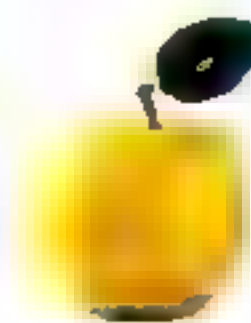
Animals



cow ()



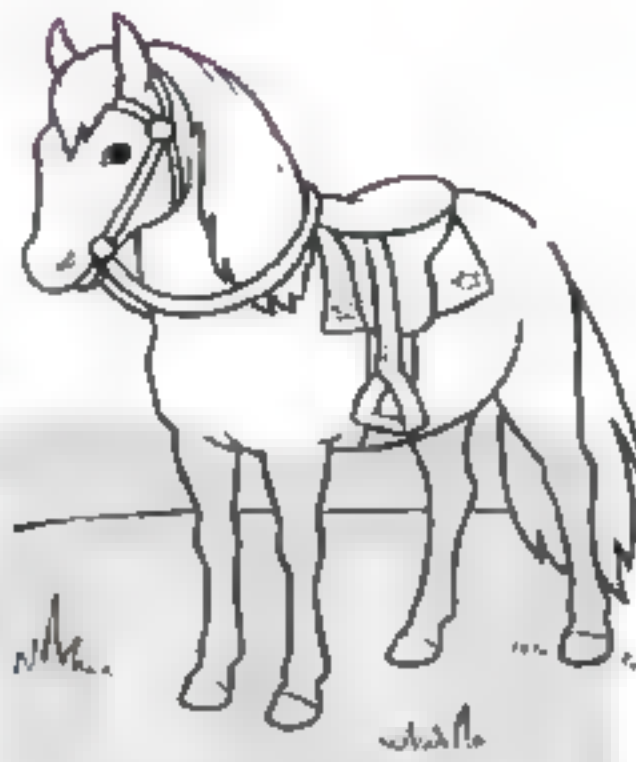
horse ()



apple ()

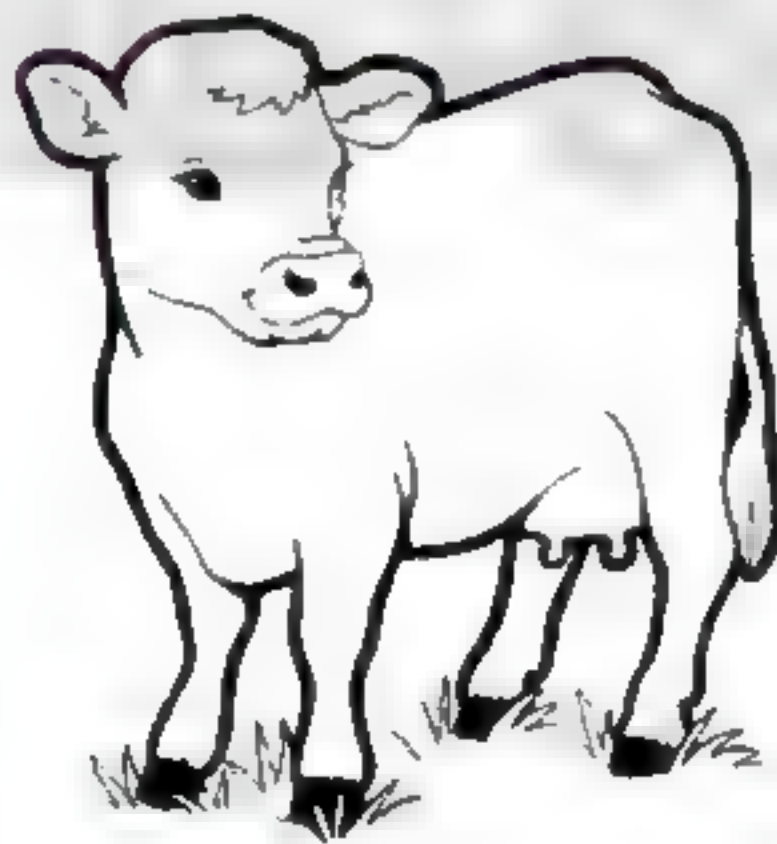
3 Color animals.

لون الحيوانات.



4 Color food.

لون الطعام.



Lesson 7

Phonics

D d

Trace

D D D D D D D D

d d d d d d d d

Write

D D

d d

Find D / d

N b D k m d

d m w v D R

S u d m A D

Color



Dog

Words



Dina

دينا



Daddy

أب



duck

بطة

Unit 4

S s

Trace

S S S S S S S S S

s s s s s s s s s

Write

S S

s s

Find S / s

S	b	N	k	s	R
d	s	w	v	N	S
R	u	S	n	A	N

Color



Sun

Words



Seleem

سليم



salad

سلطة



sister

أخت

Unit 4

Activities

1 Match.

1) daddy •

2) duck •

3) dog •

4) sun •

5) sad •

6) six •



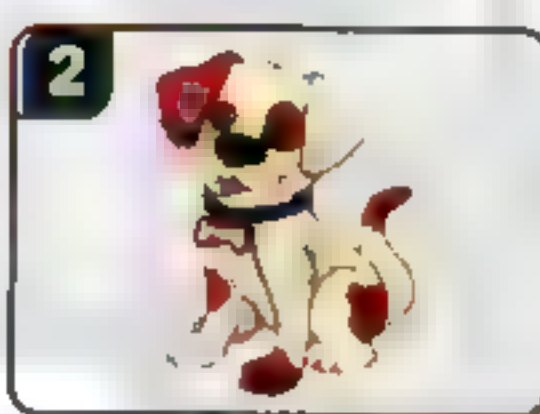
صل.

2 Circle the letter.

ضع دائرة حول الحرف الصحيح.



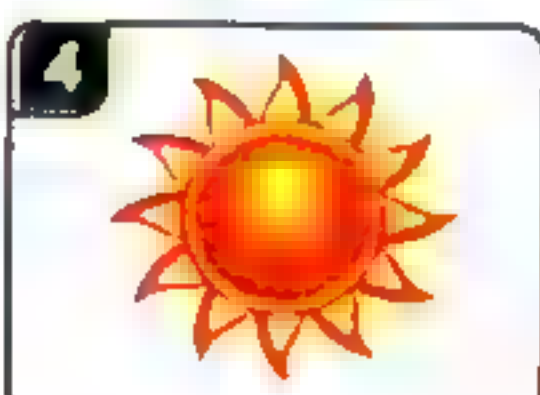
d / s uck



d / s og



d / s alad



d / s un



d / s addy



d / s ister

3 Put s or d.

ضع s أو d.



- uck



- og



- addy



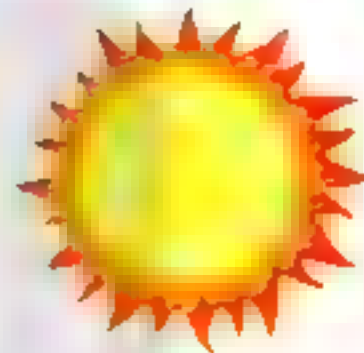
- alad



- ix



- ister



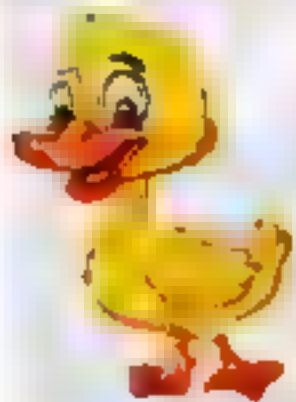
- un



han -

4 Trace.

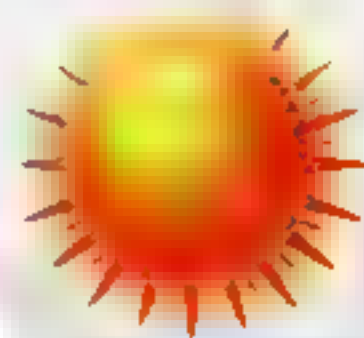
تتبع.



duck



dog



sun



six

duck

dog

sun

six

duck

dog

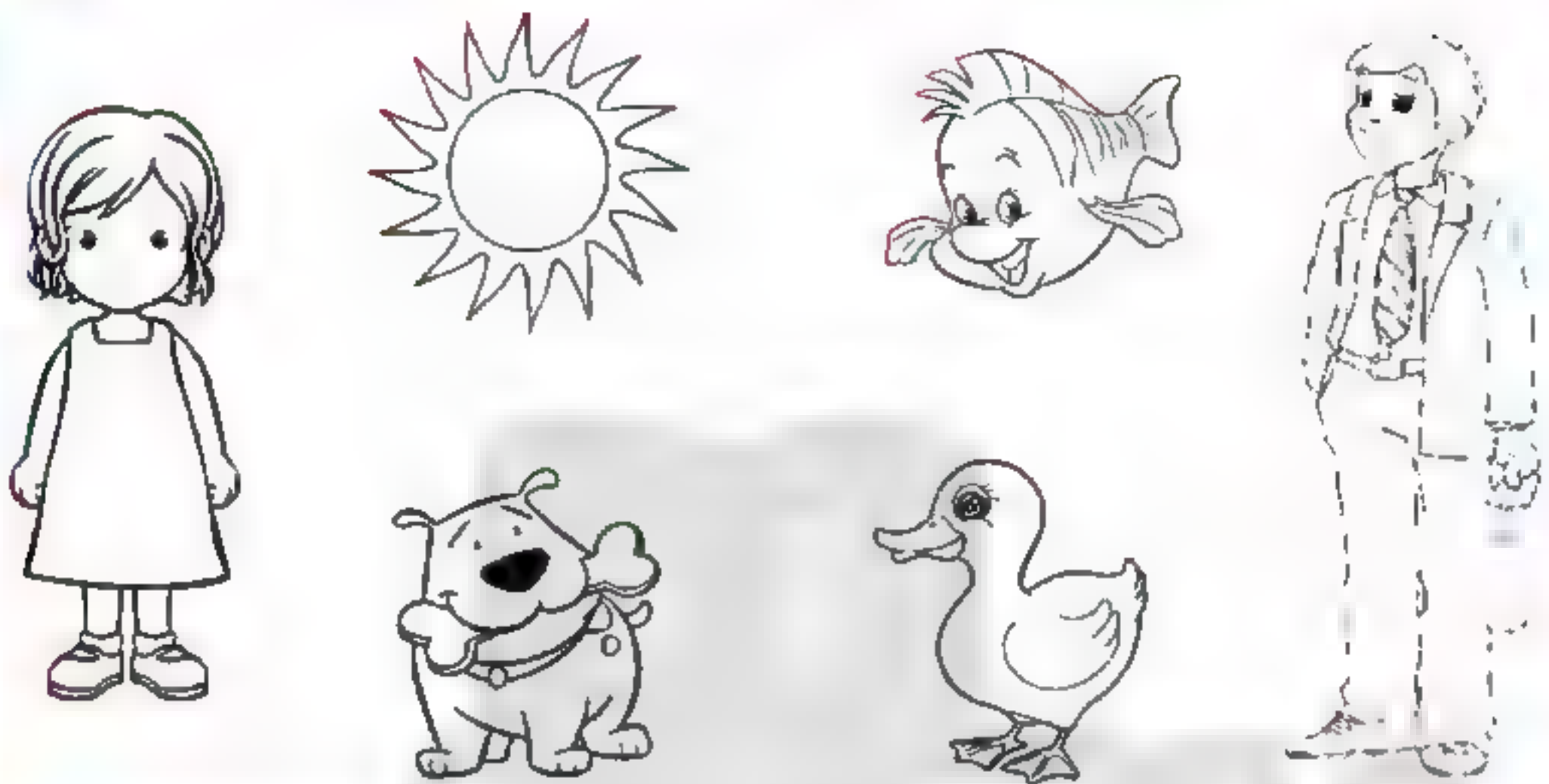
sun

six

Unit 4

[5] Color words that have /d/.

لون الكلمات التى بها حرف / d /



[6] Color words that have /s/.

لون الكلمات التى بها حرف / s /



نقومه في أي عمل عليه العلامة دي

What color is it? (Connect with Art)

Lesson 8

Objectives SB P. (68) / AB P. (64)

- To revise vocabulary for colors. - للتعرف على الألوان.
- To ask and answer question "What color is it?" - ما هذا اللون.
- To use colors to describe things. - استخدام الألوان لوصف الأشياء.

Colors



orange

برتقالي



blue

أزرق



red

أحمر



yellow

أصفر



green

أخضر



gray

رمادي



white

أبيض



black

أسود



brown

بني

Unit 4

Language Use

1 • What color is it?

- للسؤال عن لون شيء (ما لونها):

What color is it?



It's orange.



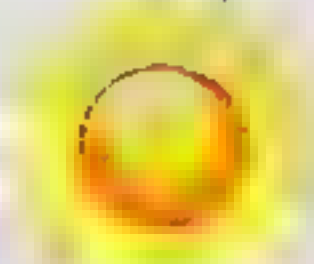
What color is it?



It's red.



What color is it?



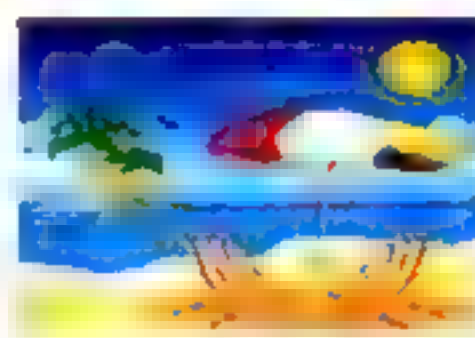
It's yellow.

It's a duck.
What color is it?

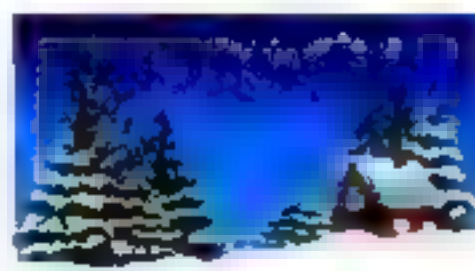
It's brown.



Summer



It's summer.



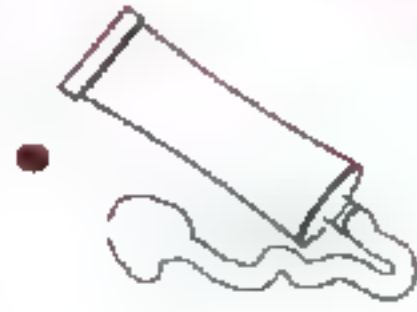
It's winter.

Activities

1 Match.

صل

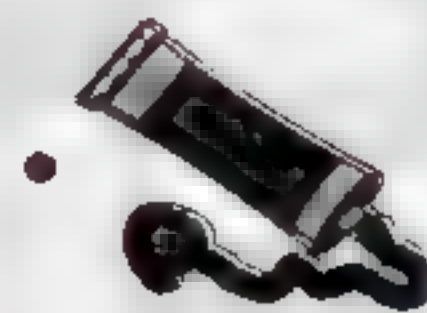
1) red •



2) yellow •

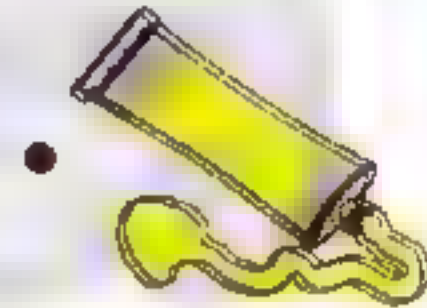
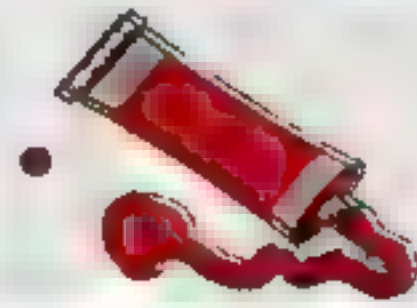


3) green •



4) gray •

5) brown •



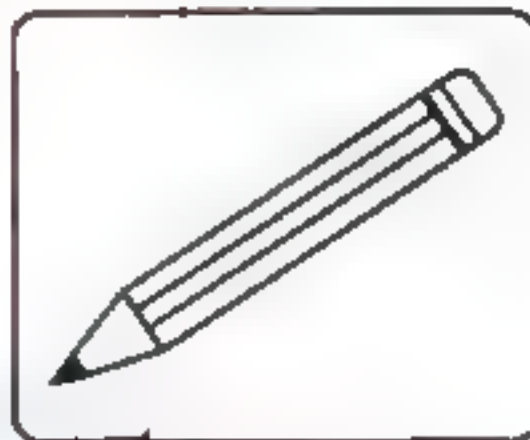
6) white •

2 Trace and color.

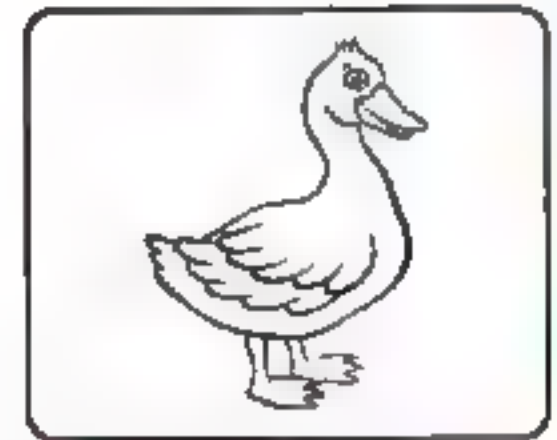
تتبع النقط و لون.



orange

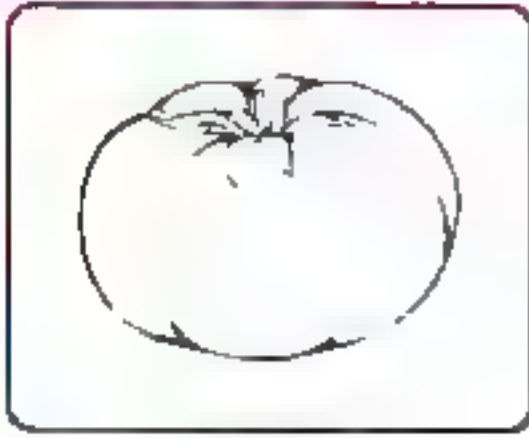


blue

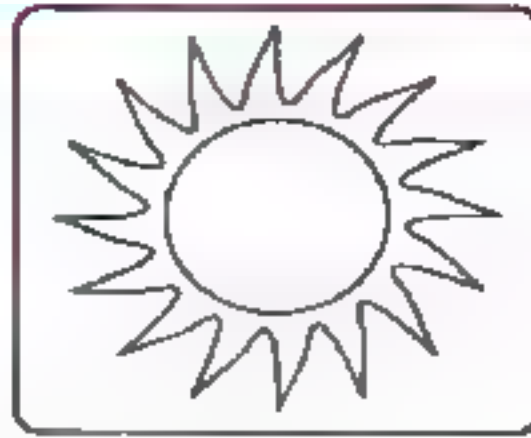


brown

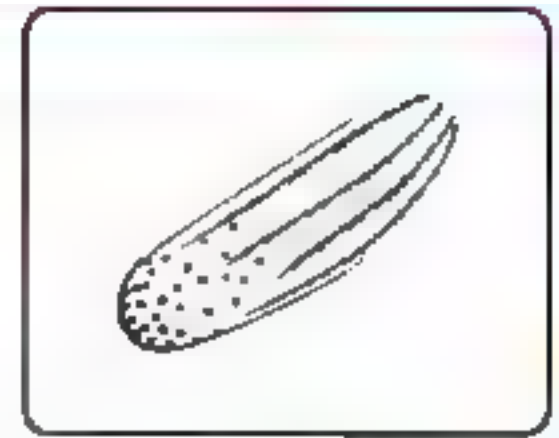
Unit 4



red



yellow



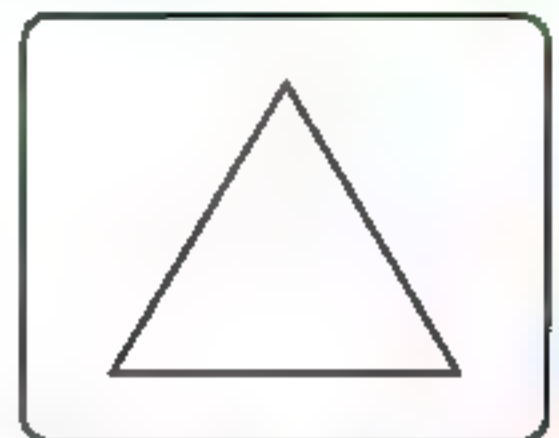
green



gray



black



white

[3] Look and tick (✓).

أنظرو وضع علامة (✓).

1) It's green.



Yes

No

☐
☐

2) It's white.


☐
☐

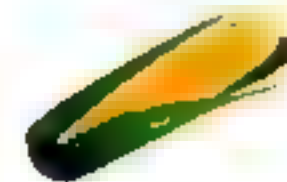
3) It's red.


☐
☐

4) It's brown.


☐
☐

5) It's gray.


☐
☐

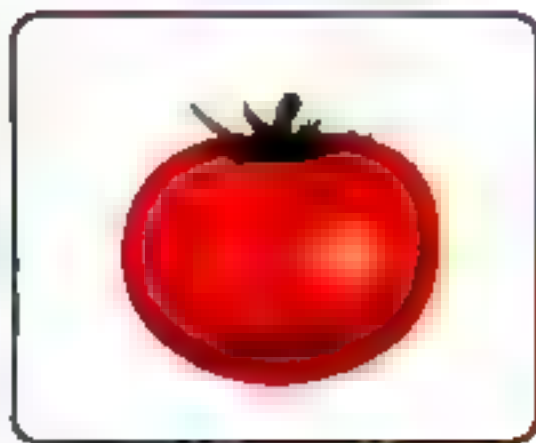
6) It's yellow.


☐
☐

Writing corner



salad



tomato



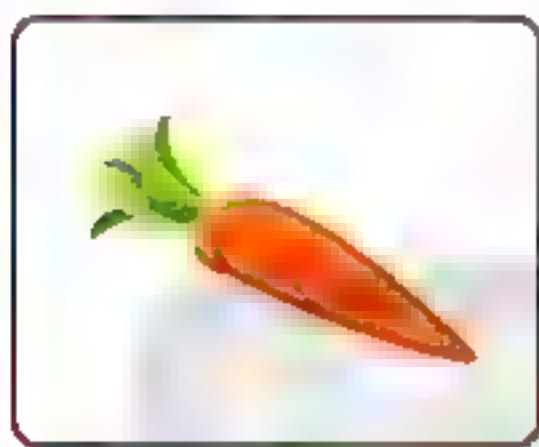
cucumber



corn



تابع جديد زاكروولي على موقعنا

<https://www.zakrooly.com>

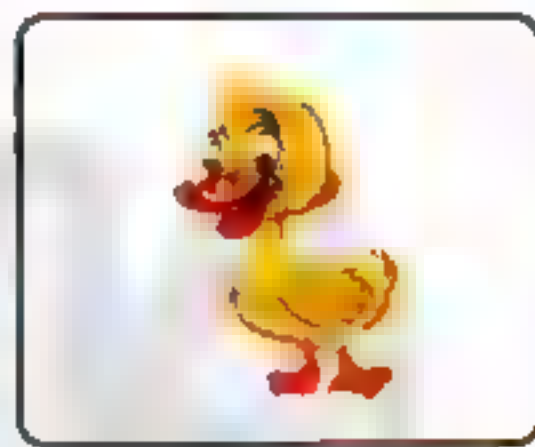
carrot



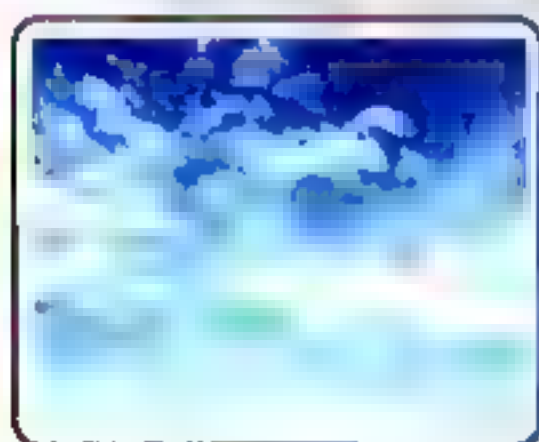
lettuce



dog



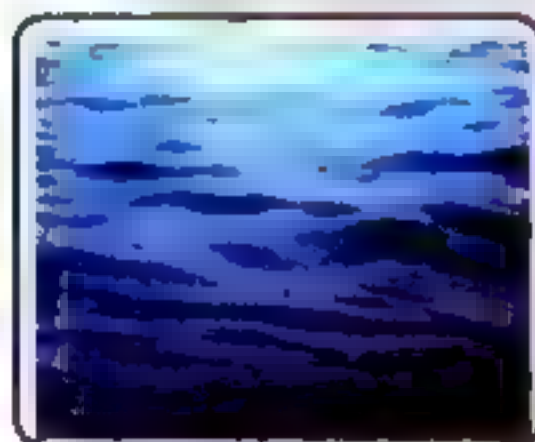
duck



cloud



rain



sea



puddle



تابعنا على صفحتنا على الفيسبوك

www.facebook.com/ZakroolySite

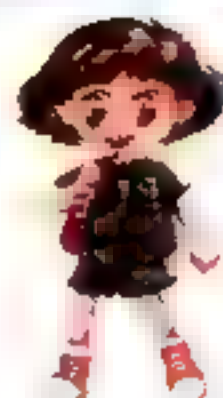
Unit 4



hand



daddy



Dina



gray

تابعنا على موقعنا على الفيسبوك
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black



white



red



green

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blue



orange



brown



yellow

The Boys and the Frogs



اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الاطفال للصف الثالث الاعدادي

Story



This is Seleem. This is Mazen.
هذا سليم - هذا مازن



Let's **play**!

دعنا نلعب



Look! It's a **pond**!

انظر. إنها (البركة) البحيرة.



I can see **water**.

أنا أستطيع أن أرى الماء.

I can see **flowers**.

أنا أستطيع أن أرى الأزهار.



We are **happy** frogs.

نحن ضفادع سعداء.



We like our **pond**.

نحن نحب (بركتنا) بحيرتنا.

Story



This is **fun**! هذا مرح (متع).



We are **sad** frogs. نحن ضفادع حزينة.



We **like** this game! نحن نحب هذه اللعبة.



Stop. توقف.



My **friend** is hurt! صديقي تأذى!



Sorry, frogs! آسف يا ضفادع.

Story



We are **friends**. نحن أصدقاء

Dictionary قاموس

Look and read



play يلعب



pond بركة مياه



happy سعيد



sad حزين

لا تلعب الاشرار في
قلوبنا ذاكرولي
على تطبيق الأليجرام



hurt ألم - أذى

اكتب ذاكرولي في البحث وانضم لجروبات ذاكرولي
مع رياض الأطفال للصف الثالث الاعدادي

1 Read and circle.

أقرأ و ضع دائرة حول الإجابة الصحيحة.

Seleem and Mazen can see (**frogs** / **flowers**).The frogs like the (**pond** / **park**).Seleem and Mazen are (**brothers** / **friends**).The frog is (**happy** / **sad**).

لا تنس الاشتراك في
قنوات ذاكرولي
على تطبيق التليجرام

تابع جديد ذاكرولي على
فيسبوك
تويتر
واتس اب
تليجرام